
Agreed Syllabus Conference

WEDNESDAY, 23RD MAY, 2007 at 18:30 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

Group A: Christian Denominations & other Faiths represented in Haringey

Ms Jenny Stonhold (Chair)	United Reformed Church
Rev Robert Allaway (Vice-Chair)	Baptist Churches
Ms Sara Joy Leviten	Board of Deputies of British Jews
Ms Soteroulla Nicolaidis	Greek Orthodox
Mr K Ranganathan	Hindu (Shiva) Temple Trust
Vacancy	Methodist Churches
Mr Muhammad Ibrahim	Muslim Educational Trust
Vacancy	North London Buddhist Centre
Mr Abdool Alli	North London Islamic Cultural Society
Mr Andie Frost	Peace Alliance
Mr Lano Akiwumi	Pentecostal Churches (Freedom's Ark)
Mr Nigel Kielczewski	Quakers (Society of Friends)
Mr Peter Ward	RC Diocese of Westminster
Major David Taylor	Salvation Army FCFC
Vacancy	Seventh Day Adventists
Ms Breda Parsons	Spiritual Assembly of the Bahai's

Group B: Church of England:

Mr Eddie Griffith, Mrs J Jamieson, Mr Graham Marriner, Mr Albert Ryder, Revd Dr Jonathan Trigg.

Group C: Professional Associations:

Ms Aurelie Bivigou (NUT), Mr Glenford Johnson (NUT), Ms Naina Parmar (NUT),
Mr Horatio Ward (NUT), Vacancy (NUT)
Mr Andy Yarrow (ASCL)
Ms Susan Kambalu (NAS/UWT)

Group D: Local Education Authority Group:

Cllr Emma Jones
Cllr Liz Santry
Cllr Sheila Rainger
Ms Barbara Breed
Mr Livinius E Onyearugbulem

Co-opted Non-Voting Members:

Mr Norman Bacrac	British Humanist Association
Mr Tony Hall	Jehovah's Witness
Ms Dora-Marie Goulet	The Mennonites

Advisor:

Ms Denise Chaplin

AGENDA

1. APOLOGIES

2. MINUTES (PAGES 1 - 6)

To agree the minutes of the meeting held on 23 April 2007.

3. MEMBERSHIP UPDATE (PAGES 7 - 10)

To receive a report on attendance for the municipal year 2006-07.

4. LOCAL AUTHORITY UPDATE

To receive a verbal update from Barbara Breed

5. AGREED SYLLABUS ~ CHRISTIANITY KS2 (PAGES 11 - 94)

6. AGREED SYLLABUS ~ HINDUISM PART 2 (PAGES 95 - 116)

7. LAUNCH OF THE AGREED SYLLABUS

8. AOB

9. DATE OF NEXT MEETING

Monday 18 June 2007 at 6:30pm

Yuniea Semambo
Head of Local Democracy & Member Services
5th Floor
River Park House
225 High Road
Wood Green
London N22 8HQ

Anne Thomas
Principal Committee Co-ordinator
Tel: 020-8489 2941
Fax: 020-8489 2660
Email: anne.thomas@haringey.gov.uk

15 May 2007

**MINUTES OF THE AGREED SYLLABUS CONFERENCE
MONDAY, 23 APRIL 2007**

Group A: Christian Denominations & other Faiths represented in Haringey

*Ms Jenny Stonhold (Chair)	United Reformed Church
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Ms Sara Joy Leviten	Board of Deputies of British Jews
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*Ms Naina Parmar (NUT)
Mr Horatio Ward (NUT)
Vacancy (NUT)
Mr Andy Yarrow (ASCL)
Ms Susan Kambalu (NAS/UWT)

Group D: Local Education Authority Group:

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Cllr Liz Santry
Cllr Sheila Rainger
*Ms Barbara Breed
Mr Livinius E Onyearugbulem

Co-opted Non-Voting Members:

*Mr Norman Bacrac	British Humanist Association
Mr Tony Hall	Jehovah's Witness
*Ms Dora-Marie Goulet	The Mennonites

Advisor:

*Ms Denise Chaplin

* Members present

**MINUTES OF THE AGREED SYLLABUS CONFERENCE
MONDAY, 23 APRIL 2007**

MINUTE NO.	SUBJECT/DECISION	ACTION BY
ASC17.	<p>APOLOGIES</p> <p>Apologies for absence were received from Mr Andy Yarrow and for lateness from Mr Eddie Griffith.</p>	
ASC18.	<p>MINUTES</p> <p>ASC 15.</p> <p>It was noted that in the penultimate sentence it should state "Key Stage 3" and not sate.</p> <p>RESOLVED</p> <p>That the minutes of the Agreed Syllabus Conference (ASC) held on 12 February 2007 were approved subject to the following amendment. The penultimate sentence it should state "Key Stage 3" and not sate.</p>	
ASC19.	<p>MEMBERSHIP UPDATE</p> <p>The Clerk tabled a report detailing Members attendance at the ASC since November 2006. Members noted that the report circulated with the agenda had been that of Members attendance at Standing Advisory Committee for Religious Education (SACRE) meetings. Rev Allaway stated that at the SACRE meeting on 22 March 2007 he had been substituted by Rev Stephen Agilinko and this should be reflected in the report. The Chair informed the meeting that SACRE's membership and attendance would be discussed at the next meeting of SACRE on 18 June 2007.</p> <p>It was also agreed that The Mennonite representative become a Co-opted Non Voting Member of the ASC. It was noted that a Catholic representative was required on the membership of the ASC and that the ASC had not received a nomination since the death of the late Mrs Sheila Berkery-Smith. Mr Marriner agreed to seek a nomination from the Catholic community.</p> <p>RESOLVED</p> <ol style="list-style-type: none"> 1. That The Mennonite representative be co-opted onto the Co-opted Non Voting Group of the ASC. 2. That Mr Marriner seek representation from the Catholic Community and advise the Chair and Clerk accordingly. 	GM
ASC20.	<p>LOCAL AUTHORITY UPDATE</p> <p>We received a verbal report from Ms Barbara Breed who confirmed that in consultation with Ms Denise Chaplin and the Chair work</p>	

**MINUTES OF THE AGREED SYLLABUS CONFERENCE
MONDAY, 23 APRIL 2007**

	<p>continued on the production of the leaflet contained in the new Agreed Syllabus. The details of the map of Haringey showing places of worship in the Borough had now been confirmed.</p> <p>Ms Breed reminded members that the launch of the new Haringey Agreed Syllabus for RE would take place on Tuesday 25 September 2007 between 4:00pm and 6:00pm. Mr John Keast, Deputy Chair of the RE Council of England and Wales would be the key note speaker. Ms Sharon Shoesmith, Director Children and Young People's Service would also be in attendance. Other senior Members and Officers of the Local Authority had been invited to attend. It was noted that a request had been made to invite the Bishop of Edmonton. Members were requested to inform Ms Breed of any other people who should be invited. It was suggested that the Chair of the inter-faith group and all area Deans should have invitations extended to them.</p>	
<p>ASC21.</p>	<p>INTRODUCTION TO HARINGEY AGREED SYLLABUS FOR RE</p> <p>Ms Chaplin informed the meeting that several of the units had been taken from LB of Waltham Forest's agreed syllabus. The syllabus templates would include updated information with respect to dates and the formatting would be consistent based on Haringey's corporate style.</p> <p>It was noted that the Introduction was taken from Waltham Forest's syllabus, however the 6th Form unit came from LB of Lewisham. Members were invited to make comments in order to make the introduction clearer to read.</p> <p>Ms Chaplin advised the ASC that on page 22 of the agenda a third optional Humanism unit was required at Key Stage 3 to provide teachers with a third option in order to choose two out of three units. Members discussed whether it was possible to produce a Humanism unit by July which would cover six hours of teaching for pupils aged between 11-14 years. Mr Bacrac advised that there were Humanism units in existence and agreed to locate and forward examples to Ms Chaplin at the earliest time. It was noted that the inclusion of a third optional unit would be agreed at the next meeting of the ASC on 23 May 2007.</p> <p>RESOLVED</p> <ol style="list-style-type: none"> 1. That Mr Bacrac agreed to locate and forward examples of Humanism units to Ms Chaplin. 2. That the decision to include a third optional unit within this Syllabus would be agreed at the next meeting of the ASC on 23 May 2007. 	<p>NB</p>
<p>ASC22.</p>	<p>ASSESSMENT ADVICE KS1-3</p> <p>Ms Chaplin informed the meeting that Assessment Advice KS1-3</p>	

**MINUTES OF THE AGREED SYLLABUS CONFERENCE
MONDAY, 23 APRIL 2007**

	<p>was already on the SACRE website. It was noted that page 69 – 73 was very useful for teachers. Members agreed the unit.</p> <p>RESOLVED</p> <p>That the Assessment Advice KS1-3 unit be agreed.</p>	
ASC23.	<p>FOUNDATION STAGE</p> <p>Ms Chaplin informed the meeting that this section linked in with and supported early learning goals for nursery and reception classes. The Foundation Stage provided advice and guidance on the early learning goals and related them to the five areas of development detailed on page 77 of the agenda. Members agreed this unit of the syllabus.</p> <p>RESOLVED</p> <p>That the Foundation Stage unit be agreed.</p>	
ASC24.	<p>THE NATURAL WORLD KS1</p> <p>It was noted that this section had been provided by Waltham Forest and covered infants aged five, six and seven years. Ms Chaplin formed the meeting that the Christianity working group had already looked at this section and provided comments. Members agreed to this unit of the syllabus.</p> <p>RESOLVED</p> <p>That the Natural World unit be agreed.</p>	
ASC25.	<p>SCIENCE RELIGION KS3</p> <p>We were informed by Ms Chaplin that this unit was targeted at KS3 secondary pupils aged seven, eight and nine years. There had already been a lot of input from religious advisors and inter faith communities. The unit provided three levels pupils should be working within. Members agreed this unit of the syllabus.</p> <p>RESOLVED</p> <p>That the Science Religion KS3 unit be agreed.</p>	
ASC26.	<p>SPIRITUALITY ARTS KS3</p> <p>The Chair advised the meeting that this section of the syllabus came from QCA and therefore accepted as a whole, however education curriculum's were making it more creative. The meeting agreed to this section of the syllabus.</p> <p>RESOLVED</p>	

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	That the Spirituality Arts KS3 unit be agreed.	
ASC27.	<p>RELIGIOUS EDUCATION 16+ KS5</p> <p>Ms Chaplin introduced the section and advised the meeting that on page 145 of the agenda examples of how the units could be explored as conference topics were suggested. Members discussed the topics and Ms Goulet agreed to investigate and provide details of websites providing information on 'RE and Conflict' and 'How RE Contributes to Life Skills' to the Chair and Ms Chaplin. The Chair informed the meeting that once the Syllabus was launched SACRE would need to look at resources for RE in post 16 education. The meeting approved this unit of the syllabus.</p> <p>RESOLVED</p> <ol style="list-style-type: none"> 1. That Ms Goulet agreed to investigate and provide details of website providing information on RE and conflict. 2. That the Religious Education 16+ KS5 unit be agreed. 	DMG
ASC28.	<p>INTER FAITH DIALOGUE UNIT KS3</p> <p>We noted that this unit of the syllabus came from Lambeth and covered 'How you do research'. The meeting discussed some of the learning objectives and agreed the unit.</p> <p>RESOLVED</p> <p>That the Inter Faith Dialogue Unit KS3 be agreed.</p>	
ASC29.	<p>AGREED SYLLABUS ~ CHRISTIANITY</p> <p>The meeting was informed by Ms Chaplin that another Christianity working group had been arranged on Thursday 26 April 2007 at 4:30pm at the Haringey PDC. Members agreed the existing Key stage 1 unit.</p> <p>RESOLVED</p> <p>That the Agreed Syllabus Christianity KS1 unit be agreed.</p>	
ASC30.	<p>AGREED SYLLABUS ~ HINDUISM</p> <p>Ms Chaplin advised the meeting that the Hindu community in Haringey was broader than that in Waltham Forest. We noted that there would be another Hinduism working group on Wednesday 25 April 2007 at 10:00am at the Hindu Temple in Archway.</p>	
ASC31.	<p>AGREED SYLLABUS ~ ISLAM</p>	

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	<p>Ms Chaplin advised the meeting that the Islam Syllabus had been forwarded to the Islam representative of the ASC for comments. They had met and made some alterations to the syllabus and were now happy with the contents. This Syllabus was agreed.</p> <p>RESOLVED</p> <p>That the Agreed Syllabus Islam be agreed.</p>	
ASC32.	<p>ANY OTHER BUSINESS</p> <p>Members were reminded to forward the names of any guests to be invited to the launch of the Haringey Agreed Syllabus for RE to Ms Chaplin and Ms Breed. Members were also reminded of the launch date of Tuesday 25 September 2007 at 4:00pm at Haringey PDC. Ms Breed advised members that Head teachers and RE coordinators for all the schools in Haringey had also been invited to attend the launch.</p> <p>The Chair advised that there was tabled information about the forthcoming Haringey Faith Forum meeting to be held on Thursday 26 April 2007 between 1:30pm and 4:30pm in the Upstairs Gallery, Wood Green Library if members were interested in attending. The Chair informed members that she would be attending the meeting as the SACRE representative.</p>	
ASC33.	<p>DATE OF NEXT MEETING</p> <p>Wednesday 23 May 2007 at 6:30pm.</p> <p style="text-align: center;">The meeting ended at 9:00pm.</p>	

Jenny Stonhold
Chair

SACRE – AGREED SYLLABUS CONFERENCES ~ Attendance

2006-2007

Name	Representation	Date of Meetings					Total
		01.11.06	14.12.06	12.02.07	23.04.07	23.05.07	
Group A:	Faith						
Ms Jenny Stonhold (Chair)	United Reformed Church	*	*	A	*		2
Rev Robert Allaway (Vice-Chair)	Baptist Churches	*	*	*	*		3
Ms Sara Joy Leviten (Fr Jan 06)	Board of Deputies of British Jews						0
Mr Soteroulla Nicolaidis (Fr Feb 07)	Greek Orthodox			A	*		0
Mr K Ranganathan	Hindu (Shiva) Temple Trust	*	*	*			3
Ms Muriel Huntley (Resigned Feb 07)	Methodist Churches			R			0
Mr Muhammad Ibrahim	Muslim Educational Trust	*					1
Ms Karuna Gita (Resigned March 07)	North London Buddhist Centre				R		0
Mr Abdool Alli	North London Islamic Cultural Society		A				0
Mr Andie Frost (Fr March 07)	Peace Alliance						0
Mr Peter Adenyiyi (Resigned)	Pentecostal Churches (Freedom's Ark)						0
Mr Lano Akiwumi	Pentecostal Churches (Freedom's Ark)						0
Mr Nigel Kielczewski (Fr Feb 07)	Quakers (Society of Friends)			*			1
Mr Peter Ward (Fr June 06)	RC Diocese of Westminster	A					0
Major David Taylor (Fr March 07)	Salvation Army FCFC						0
Vacancy (3 years)	Seventh Day Adventists						0
Ms Breda Parsons	Spiritual Assembly of the Bahai's			*	*		1
Group B	Church of England						
Mr Eddie Griffith					*		0
Mrs J Jamieson							0

SACRE – AGREED SYLLABUS CONFERENCES ~ Attendance

2006-2007

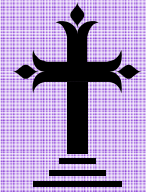
Mr Graham Marriner		*	A	*	*		2
Mr Albert Ryder		*	*		*		2
Revd Dr Jonathan Trigg							0
Group C	Professional Associations						
Ms Aurelie Bivigou	NUT				*		0
Mr Glenford Johnson (Fr Dec 06)	NUT		*		*		1
Ms Naina Parmar	NUT	*	A	*	*		2
Mr Horatio Ward	NUT						0
Vacancy	NUT						0
Mr Andy Yarrow	ASCL		*		A		1
Ms Susan Kambalu	NAS/UWT						0
Group D	Local Authority						
Cllr Emma Jones	(Cllr elected June 2006)		*	*			2
Cllr Liz Santry		A	*				1
Cllr Sheila Rainger		A	*				1
Ms Barbara Breed				*	*		1
Mr Livinius E Onyearugbulem							
	Co-opted Non-Voting Members						
Mr Norman Bacrac	British Humanist Association		*	*			2
Mr Tony Hall	Jehovah's Witness						0
	Advisors						
Ms Denise Chapman	RE	*		*	*		2
Ms Dora-Marie Goulet (Fr March 07)	The Mennonites				*		2

* = In attendance A = Apologies for absence received. R = Resigned S= Substituted

15 May 2007

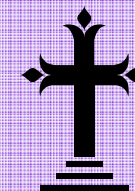
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CHRISTIANITY Key Stage 1



God	Christian Teaching	The Christian Community
<ul style="list-style-type: none"> ➤ Christians believe: <ul style="list-style-type: none"> ▪ that there is one God; ▪ that God loves all people; ▪ that God is the creator of all things; ▪ that God sent Jesus into the world; ▪ that Jesus' birthday is celebrated at Christmas; ▪ that Jesus showed people the way to live <ul style="list-style-type: none"> - the story of Zacchaeus; ▪ that God asks Christians to love their neighbours as themselves; ▪ that Jesus' death and resurrection are remembered and celebrated at Easter time. 	<ul style="list-style-type: none"> ➤ The Bible <ul style="list-style-type: none"> ▪ Is the special book for Christians. ▪ Teaches Christians about Jesus and God. ▪ Contains stories and events from the life of Jesus. ▪ Jesus' friends – men and women. ▪ Jesus taught using parables. ➤ Christians read the Bible and take Jesus as their example 	<ul style="list-style-type: none"> ➤ Worship <ul style="list-style-type: none"> ▪ Christians worship in a church or chapel. ▪ Prayer and worship is often led by a priest, pastor or minister. ▪ Sunday is often the special day for worship. ▪ Everyone is equal and of equal value in the eyes of God ➤ Celebrations <ul style="list-style-type: none"> ▪ Special celebrations take place in a church, baptisms and naming, harvest, mothering Sunday.

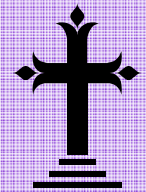
CHRISTIANITY Key Stage 2



God	Christian Teaching	The Christian Community
<ul style="list-style-type: none"> ➤ Christian beliefs about God <ul style="list-style-type: none"> ▪ God is Father, Son and Holy Spirit. ▪ Jesus is the Son of God. ▪ Events in Jesus' life – baptism and temptations. ▪ Advent is a time of preparation for Christmas and Epiphany. ▪ Lent is a time of preparation for Easter and Pentecost. ▪ Jesus' teaching and life give humans the perfect example. 	<ul style="list-style-type: none"> ➤ The Bible <ul style="list-style-type: none"> ▪ The source book for Christian belief and teaching ▪ A collection of books: the Old Testament concerns all that occurred before Jesus' birth and the New Testament concern's Jesus' life and teaching ➤ The Old Testament <ul style="list-style-type: none"> ▪ Creation of the world ▪ The Ten Commandments ▪ Psalms ▪ Prophets ➤ The New Testament <ul style="list-style-type: none"> ▪ Jesus showed His power as a miracle worker 	<ul style="list-style-type: none"> ➤ Belonging to the Christian Community <ul style="list-style-type: none"> ▪ Jesus' contemporary followers are world-wide ▪ The Church is an international fellowship of Christianity ▪ People who have followed the example of Jesus ▪ Christians try to show God's love through their actions by loving their neighbours and showing their care for all people ➤ Places of Worship <ul style="list-style-type: none"> ▪ There are many different types of Christian places of worship, e.g. churches, chapels, cathedrals. ▪ The parish church and an other place of worship ▪ The role of the priest and / or minister. ▪ Special ceremonies take place there and regular worship and meetings. ▪ Prayer and worship are important to Christians ▪ Christians read the Bible in church and are recommended to read the Bible daily <p>Places that are important to Christians in the UK and the wider world – what makes them important and what Christians gain from visiting them.</p>



<p>What this unit contains</p>	<p>Advent – a time of preparation for Christmas. Christmas & Epiphany. The Christingle. The Christian family worldwide.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the first Christianity unit for Key Stage 2. It builds on pupils' knowledge about Christmas and the Christian community from Key Stage 1. It is suggested that it is placed in the Autumn term.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Research how Christmas is celebrated throughout a range of countries and present your work to the class. ➤ Interview people at school to find out how they celebrate Christmas. ➤ Write a diary for Babushka, explaining why she didn't travel with the Wise Men. 		
<p>Vocabulary</p> <p>Christian Jesus Advent</p> <p>Christmas celebration Christingle</p> <p>Epiphany wreath St. Lucia</p> <p>preparation symbol Babushka</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Shared times of celebration within communities. ➤ The world family of a faith. 		



Unit 6 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Advent is a time of preparation for Christmas; ➤ know that the Advent Ring and candle are often used to mark the period leading up to Christmas; ➤ know that the church prepares for Christmas by lighting candles on an Advent wreath. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Recall previous knowledge about Christmas and Jesus' birth. Brainstorm preparations that people make for Christmas. List as a whole class activity. Show pupils Advent calendar. Do they know its name? Write Advent Calendar on the board. Do pupils know what Advent is?</p> <p>Explain that Advent is the start of the Church Year for most Christian churches. It begins on the fourth Sunday before Christmas day, which is the Sunday nearest November 30, ending on Christmas Eve (Dec 24). Show pupils how the Advent Calendar helps families to count down the days in Advent. Link to Advent candles and how it is marked into portions that are burnt away to count the days. Advent is a time of waiting – how do we feel when waiting for something?</p> <p>Show pupils an Advent wreath / picture. Explain how it is lit in churches. Draw pictures of characters/ scenes from Christmas story & make a class Advent Calendar.</p>	<p>Resources Advent candle Advent ring Advent calendar</p> <p>Advent wreath information sheet. NB: The Orthodox Church Year begins on 1st September. Christmas in some Orthodox Churches and the Coptic Church is celebrated on January 6th. The Orthodox church abstain from meat and dairy produce during Advent.</p>



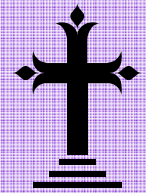
Unit 6 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ know that Christians around the world have their own ways of celebrating Christmas; ➤ know about the celebration of the festival of Saint Lucia in Sweden. 	√ √ √	√ √	Explain to the pupils that Christians around the world do not all celebrate Christmas in the same way. Introduce the story of St Lucia and explain how this is celebrated in Sweden. The class might illustrate the Swedish celebrations and make and eat the sweet buns. They can practice wishing their classmates a happy Christmas in Swedish. Record why the Swedes remember St Lucia at Christmas and why it is important to remember special people from the past.	Resources Story of St Lucia Information about celebrations of St Lucia day in Sweden. Teachers' note: You could devise an alternative focus for this session on St Nicholas of Myra.



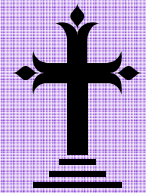
Unit 6 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Christians in Russia tell the story of Babushka; ➤ understand the meaning behind the story for Christians. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Recall that Christians live around the world and celebrate in different ways.</p> <p>Introduce pupils to the Russian story of Babushka.</p> <p>Babushka is a traditional Christmas figure in Russia who distributes presents to children instead of father Christmas. Her name means grandmother and the legend is told that the Three Wise Men, following the star to find baby Jesus stopped at Babushka's cottage asking for food and shelter. She willingly took them in. They invited her to go with them to find the baby, but she said she had to clean her cottage, find her Sunday best clothes, select a gift and on and on. They left without her and she promised she would follow as soon as she had things ready for the trip. By the time she was ready the star had moved across the sky and disappeared and although she set out on the trip she got lost and never found the baby Jesus. That is why she leaves gifts in children's stockings today -- she is still searching for the baby Jesus in every house where there are children</p> <p>How do you think Babushka might have felt? Write speech / thought bubbles of Babushka's feelings at different parts of the story.</p> <p>Using Russian folk art / icons / ballet costumes etc. as an inspiration make a fabric collage of Babushka. Play Russian music whilst pupils work. Add pupils' speech / thought bubbles to the collage.</p> <p>Explain that the day on which the wise men are supposed to have visited baby Jesus is called Epiphany and this is celebrated in the West on January 6th.</p>	<p>Resources</p> <p>Babushka story and illustrations</p> <p>Fabrics</p> <p>Art images from Russia</p> <p>Russian folk music</p> <p>Images of ballet costumes (Diaghilev & Ballet Russe)</p>



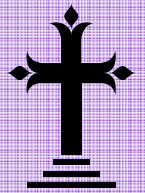
Unit 6 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that in many Christian churches the custom of making Christingles has become common during Advent; ➤ know how the Christingle symbolises a celebration of the life of Jesus; ➤ know how to make a Christingle. 	<p>√</p> <p>√</p> <p>√</p>		<p>In this lesson the pupils will each make a Christingle.</p> <p>Explain to the class that a Christingle or 'Christ Light' is a symbol of the Christian Faith. The first Christingle service was held in Marienborn in Moravia in 1747, when the pastor, John de Wattville, wanting to find a new way of telling the Christmas story to children, gave each child a lighted candle tied with a red ribbon. He asked them to relight them at home and place them in their windows to show the Light of Christ to passers by. The tradition was kept alive by the Moravian church and in the United Kingdom was adopted by the Children's Society in the 1950s as a way of raising awareness of their work.</p> <p>Many churches and schools now hold Christingle services any time from Advent to the end of the Epiphany season. Each child is helped to take an orange (representing the World) and insert four cocktail sticks into it (representing the four seasons). Fruit, nuts and sweets can then be attached to the cocktail sticks to represent the fruits of the Earth. A red ribbon is then tied around the centre of the orange as a reminder that Christians believe Jesus died for the world. Finally, a small lighted candle is placed on top to symbolise Jesus Christ, Light of the World</p> <p>The Christingle orange represents the world, the red ribbon around it is the blood of Christ, the fruits symbolise God's creation and the candle represents Jesus, the Light of the World.</p> <p>Give out resources and make individual Christingles. Label with explanations of the symbolism.</p>	<p>Resources</p> <p>Oranges Red ribbon Cocktail sticks Small white candles Fruits – e.g. Raisin, sultanas, 'dolly mixtures' (n.b. do not use nuts in case of nut allergies)</p> <p>Websites</p> <p>http://www.request.org.uk/infants/festivals/christmas/christingle/christingle01.htm http://www.christingle.org/</p>



Unit 6 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Christianity is a worldwide religion where celebrations are influenced by local culture; ➤ know that there is a world family of Christians who celebrate Christmas in different ways. 	<p>√</p> <p>√</p> <p>√</p>	<p></p> <p>√</p>	<p>Recall what pupils know about Christians around the world celebrating at Christmas. Start with the local Christians, recall the St Lucia festival and how the Russians remember Babushka. Encourage them to appreciate that Christians live around the world.</p> <p>In this lesson in groups pupils should find out different things that are done by Christians in a different country when they celebrate Christmas.</p> <p>Assessment task What is the same and what is different about Christmas in the local church and in another country?</p>	<p>Assessment Levels <i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. <i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. <i>Level 4 Attainment target 1</i> Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.</p>	<p>Resources Websites http://www.epicurious.com/eating/e04_xmas/euro.html http://www.santas.net/aroundtheworld.htm http://www.the-north-pole.com/around/index.htm http://www4.airnet.ne.jp/yasuharu/Calgary/christmas/why/cultures_india.html http://www.chilembwe.net/africa/africaXmas/</p>



Unit 6 Session 1 Information Sheet 1

St. Lucia

December 13th: Saint Lucia Day

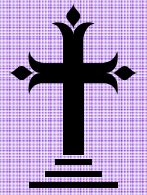
St. Lucia Day is celebrated on December 13th in Sweden. Early in the morning, a young girl in each family is woken up, dresses in a white robe with a red ribbon around the waist and is crowned with a circle of candles. Her duty is to bring breakfast to her family. Special sweet buns flavoured with saffron are served. Boys, called star boys, wear long white shirts and pointed hats. They help carry the sweets.

The celebration has grown and now clubs and factories also select their own Lucias. Parades and parties are held as everyone gets ready for Christmas. Swedish school children, dressed as Lucia, bring morning coffee and cakes to their teachers.

Who Was St. Lucia?

Saint Lucia is a symbol of light and reminds the Swedish people that after December the long dark nights will get shorter. The day was named after a young girl who, during Roman times, was put to death for her Christian beliefs. She lived a long time ago in Sicily, Italy, when Christians were not allowed to worship God. Italy was ruled by the Romans who wanted the Christians to worship the Roman gods. If someone was found worshipping the Christian God they were punished and often tortured to make them change their minds.

This meant that Christians often had to meet at night or pray secretly in caves. The caves were also home to Christians who were hiding from the Romans. They relied on other Christians to bring them food to eat. Lucia was a Christian girl



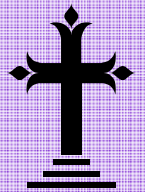
Unit 6 Session 1 Information Sheet 1Continued

St. Lucia

who was sorry for the Christians who hid in the damp, cold caves. At night she would visit them and take them food so they would not go hungry.

The Christians in the caves were careful to hide if anyone approached the entrance. They didn't want any Romans to creep up on them and arrest them. However, they knew when Lucia was coming as she wore a crown of candles on her head. She used the lit candles to find her way through the dark caves and to keep her hands free to carry food for the Christians.

One night, the Romans found out what she was doing and lay in wait to catch her. They caught her and locked her up in prison. They tried to make her believe in their gods but her belief in her Christian God was so strong that she refused to give in to them. In the end, when she still refused to change her religion, the Romans put her to death by beheading her.



Unit 6 Session 1 Activity Sheet

Sweet bun recipe for St. Lucia Day

Ingredients:

1 cup milk
2 oz. yeast (or 2 heaping Tablespoons)
6 oz. butter
1 cup raisins, 5 grains saffron
1 egg
4 cups flour, 3/4 cup sugar
25 almonds

Garnish

1 beaten egg, sugar and 10 chopped almonds.

Directions

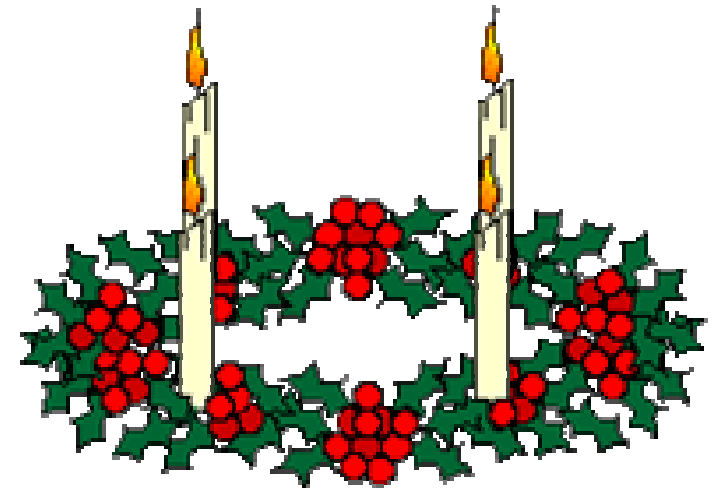
Warm the milk with the saffron. Stir in yeast and a bit of sugar. Add flour and egg. Mix until smooth.

Stir sugar and butter until light and creamy; add to dough. Work in raisins. Let rise for thirty minutes.

Scald almonds; chop fine; add to dough.

Place dough on floured board. Shape into buns. Mark these with a cross to remember Jesus. Place on buttered baking sheet. Let them rise for twenty minutes. Brush with the garnish.

Bake in a moderate oven until golden brown. Serve warm.



***Unit 6 Session 1 Information Sheet 2*****Christmas in Sweden**

You will notice Christmas in Sweden is coming up when "advent stars" and "advent candlesticks" appear in each and every window. People gather to enjoy the famous "julbord," which is a traditional dinner with a variety of different Christmas dishes. On the first Sunday of December the first candle of the advent-candleholder is lit, to mark that Christmas will arrive in four weeks.

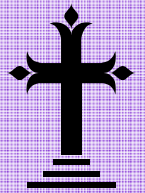
Although St. Lucia's Day on December 13 is observed in other Scandinavian countries, it is celebrated on a grand scale in Sweden.

St. Lucia, who was martyred in A.D. 304 for being a Christian, is important to the Swedes because, legend says, she brought food to Sweden during a time of famine. In the wee hours of December 13, thousands of young girls in white robes, acting the part of St. Lucia, serve pastry and coffee to their parents while they are in bed.

Swedes celebrate Christmas on 24 December. The greeting "God Jul" is the equivalent of "Merry Christmas."

The Swedish Christmas dinner table's centrepiece is the Julskinka, a specially prepared whole ham, which is eaten with pickled herring, liver paste, meatballs and sausages, different forms of cabbage, anchovies, potatoes and beetroot salad. Christmas is also the season of mulled wine, also known as glogg, presumably named after the sound it makes when swallowed.

On Christmas Eve day the family gathers in the kitchen for a ritual known as 'dipping in the kettle'. A kettle is filled with dripping, corned beef, pork, and sausage. Each person dips a piece of dark bread in the kettle until it is soaked through,



Unit 6 Session 1 Information Sheet 2 Continued

Christmas in Sweden

and then eats it. This ritual is meant to remind each family member of those who are less fortunate, and to encourage thankfulness.

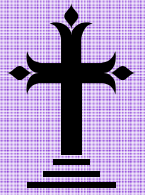
The Swedish also have the Scandinavian tradition of the rice pudding with the hidden almond; only here the finder of the almond is destined to be married within a year. And like other Scandinavians, the Swedes have their gnome, known as Jultomten, who must be appeased.

Jultomten is also the one to put presents under the tree on Christmas Eve, presents that come with poems and are disguised. Jultomten rides the Julbock, a straw goat modelled after the one Thor had.

On December 25, the first of two Christmas Days, there is an early morning church service. The day is filled with visiting and other religious observances. On December 26, the Second Day of Christmas, men ride through the villages to waken all early, and animals are given extra food.

Twelfth Night (Epiphany) is observed on January 6. Villagers dress up as Biblical characters and go from home to home singing hymns.

As King Knut had once declared that the Christmas should be celebrated for twenty days, the season doesn't officially end until January 13th, Saint Knut's Day. King Knut ruled Sweden from 1080-1086 and is honored as a saint for his virtue and generosity. The days between Christmas and Saint Knut's Day are filled with parties for the children and adults. After this day, trees are taken down to mark the official close of the season.



Unit 6 Activity Sheet 2

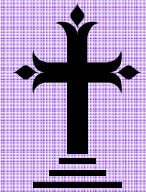
Advent Wreath Fact sheet

- ❖ Five candles are lit in an Advent wreath.
- ❖ In week one, one candle is lit, week two sees two are lit etc.
- ❖ In the middle is a white candle-the Christ candle, lit on Christmas day.
- ❖ First Sunday: The first candle reminds Christians of Abraham and David, Old Testament ancestors of Jesus.
- ❖ Second Sunday: The second candle reminds Christians of the prophets, who foretold the birth of Jesus.
- ❖ Third Sunday: The third candle recalls John the Baptist, who proclaimed and baptised Jesus in the Jordan.
- ❖ Fourth Sunday 24th: The fourth candle represents Mary, Jesus' mother.
- ❖ Christmas Day: The fifth candle reminds of the birth of Jesus.



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CHRISTIANITY KS 2 Unit 7: A Local Parish Church



<p>What this unit contains</p>	<p>The local parish church a place where Christians worship. Belonging to the community and what it is like being a child in the church. The church as an international fellowship of Christianity. Christians try to show their love through their actions; by loving their neighbours Christians show their care for all people. Special and regular ceremonies taking place in the church: worship, prayer and meetings. The role of the Priest / Vicar/Curate</p>																														
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge from Unit 4 where students explore the place in the community where Christians worship and introduces pupils to the idea of a local church. It is intended to include a visit to the local church nearest to the school This unit is intended as a focus on the local Anglican parish church; however the church visited could be a Roman Catholic or Greek Orthodox church if this is more appropriate for the school and/or more welcoming. Sessions 3 & 4 should be devoted to the visit to the place of worship and in lesson 6 the class should host 2-4 visitors from the church.</p>																														
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Find out about similar churches in other countries. ➤ Present the results of the survey in a range of interesting ways. ➤ Produce a job description and person specification of a priest/vicar/curate or active member of the church. ➤ Devise and e-mail a questionnaire to the Bishop to contribute to the class detection process. ➤ Research how the local church studied links to other Christians around the world. ➤ Find out what a Diocese is and how this links churches together. 																														
<p>Vocabulary</p> <table border="0"> <tr> <td>Christian</td> <td>prayer</td> <td>Church</td> <td>Sunday</td> </tr> <tr> <td>Vicar</td> <td>Bible</td> <td>ceremony</td> <td>funeral</td> </tr> <tr> <td>priest</td> <td>Wedding</td> <td>hymn</td> <td>service</td> </tr> <tr> <td>parish</td> <td>Christening</td> <td>baptism</td> <td>international</td> </tr> <tr> <td>fellowship</td> <td>Vicar</td> <td>confirmation</td> <td>Anglican</td> </tr> <tr> <td>Orthodox</td> <td>Curate</td> <td>Roman Catholic</td> <td>Communion</td> </tr> <tr> <td>Worship</td> <td></td> <td></td> <td></td> </tr> </table>	Christian	prayer	Church	Sunday	Vicar	Bible	ceremony	funeral	priest	Wedding	hymn	service	parish	Christening	baptism	international	fellowship	Vicar	confirmation	Anglican	Orthodox	Curate	Roman Catholic	Communion	Worship				<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ The international community of a faith ➤ Belonging ➤ Growing up in a faith 		
Christian	prayer	Church	Sunday																												
Vicar	Bible	ceremony	funeral																												
priest	Wedding	hymn	service																												
parish	Christening	baptism	international																												
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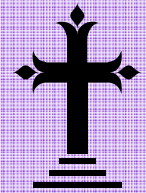
CHRISTIANITY KS 2 Unit 7: A Local Parish Church



Unit 7 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know about Christian churches; ➤ know about one local parish church and where it is in relation to the school; ➤ know that people go to churches for different reasons. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Brainstorm existing knowledge about churches. Make a class survey of when/if members of the class have ever been to a Christian church. Link to regular services, festivals, family ceremonies and special times.</p> <p>Explain that this unit will focus in particular on a local Parish church.</p> <p>Show pupils a picture of the local church that they will study – do they know its name? Does anyone attend?</p> <p>Draw a simple map of the local area showing the school, the local Parish church and a few other significant landmarks. Pupils could also indicate their homes on the map if they are able.</p>	<p>N.B. It is important that pupils do not think that all Christian places of worship look the same.</p> <p>Resources Poster/pictures of local church Map of the local area showing the position of the local parish church.</p>

CHRISTIANITY KS 2 Unit 7: A Local Parish Church



Unit 7 Sessions 2 - 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Know about the local parish church: <ul style="list-style-type: none"> ▪ name, ▪ geographical position, ▪ what it looks like outside, ▪ what it looks like inside, ▪ how it got its name, ▪ who goes there, ▪ when people go there, ▪ who leads and who supports the worship, ▪ what a parish is, ▪ what special clothing is worn by people who organise services there. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Session 2</p> <p>Complete a class sheet of existing knowledge and areas for study led by the learning objectives of the unit and the particular place being visited. The third column will be completed after the visit.</p> <p>Prepare pupils for a visit in sessions 3 & 4 by organising into groups to collect different sorts of information as church detectives.</p> <p>Clarify behaviour expectations of how pupils should behave when they go to the building. In small groups, draft suggestions for behaviour in the place of worship. Feed back to class and generate a set of agreed class rules for good behaviour.</p> <p>Why is a place of worship a special place? Record current views.</p> <p>Clarify the focus for each group during the visit.</p>	<p>Resources</p> <p>Picture of the local church Picture of the clergy and some members of the church family. Map showing position Artefacts:e.g. Chalice, Cross, paten, priest doll/dress items Faiths 2 CD Rom. Class sheet to collate information.</p>

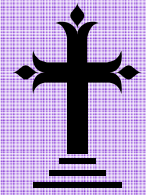
CHRISTIANITY KS 2 Unit 7: A Local Parish Church



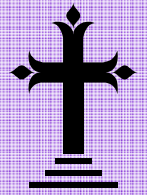
Unit 7 Session 3 & 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>The Visit</p> <p>➤ Experience the local church through a visit to gather information.</p>	√	<p>√</p> <p>√</p>	<p>A visit will take up 2 sessions of this unit.</p> <p>During the visit each group will focus on its particular area of study, sketching, taking photographs, seeking out evidence and making notes etc. One group could develop a plan to plot the main features; another could be seeking information outside.</p> <p>Teachers should ensure that the visit is multi-sensory, enabling pupils to appreciate sights, sounds, textures and scents associated with the place.</p> <p>All pupils should be given the opportunity to sit and reflect on the atmosphere of the place and to record their feelings.</p>	<p>Resources</p> <p>N.B. Before the visit ensure that adult helpers are clear about the focus for their particular group.</p>

CHRISTIANITY KS 2 Unit 7: A Local Parish Church

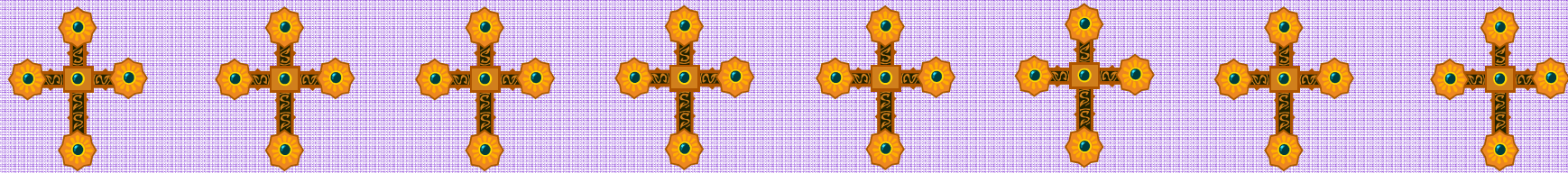


Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know information about the church collated by different groups. 	√	√	<p>During this lesson the pupils should share their information possibly on a display.</p> <p>They can also complete the third column of the class sheet started in session 2 and each group should identify one question they would still like to ask a visitor in session 6.</p> <p>Assessment task How does the church provide a focus for the community to share good and sad times together?</p>	<p>Assessment Levels</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words & phrases to identify some features of religion & its importance for some people. Pupils suggest meanings for religious actions & symbols.</p> <p><i>Attainment target 2</i> Pupils ask, & respond sensitively to, questions about their own & others' experiences & feelings.</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p> <p><i>Attainment target 2</i> Pupils ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values & commitments, and their own attitudes and behaviour.</p> <p><i>Level 4 Attainment target 1</i> Pupils use a developing religious vocabulary to describe & show understanding of practices, beliefs, ideas, feelings and experiences. They make links between them, & describe some similarities and differences within & between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.</p> <p><i>Attainment target 2</i> Pupils raise, & suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives.</p>	<p>Resources</p> <p>Display resources</p>



Unit 7 Session 6

Short response sheet

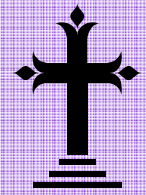


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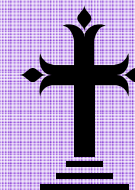
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CHRISTIANITY KS 2 Unit 8: A second local Christian place of worship and the Bible



<p>What this unit contains</p>	<p>Belonging to the Christian community – a second Christian place of worship, different from the focus in Unit 7.</p> <p>There are many different types of Christian places of worship. Special ceremonies take place there and regular worship and meetings. The Bible is used in the church. Prayer & worship. The role of the minister. Christians try to show their love through their actions.</p> <p>In this unit you could focus on, for example, a Baptist, United Reform, Quaker, Salvation Army, Methodist or majority black Pentecostal evangelical church. The specific vocabulary will need to be developed for the place concerned. No visit is specified for this unit although schools may wish to organise one.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge from Units 4, 6 and 7 about the places in the community where Christians worship and introduces pupils to the idea of different Christian denominations who share beliefs but have different practices.</p> <p>It provides an opportunity to recall existing knowledge from Units 1 & 3 about the Bible as a source of stories about Jesus.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Research the origin of the denomination chosen. ➤ Research and explore symbolism of 'furniture', artefacts, dress and worship in the 2 places of worship. ➤ Compare the layout and use of a Christian place of worship with that from another faith. ➤ Consider what makes different Christian places of worship similar. 		
<p>Vocabulary</p> <p>Christian Minister Worship Bible Fellowship teaching pastor Church Elders preaching denomination Non-conformist evangelical</p>		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Different Christian communities. ➤ Places of worship in the local community. ➤ How worship communities support members of the local community. 	

CHRISTIANITY KS 2 Unit 8: A second local Christian place of worship and the Bible



Unit 8 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that not all Christian churches are the same; ➤ know that Christians share beliefs but worship in different ways; ➤ know that these different groups are called denominations. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Ask pupils to name churches in the nearby area or on their route to school. Recall knowledge from unit 7 about the local Parish church and ask what obvious differences there are with other churches in the area.</p> <p>Do any pupils belong to different Christian communities in the area?</p> <p>Explain that in this unit they are going to find out about a different Christian place of worship and introduce its name, image, denomination and the name of the minister.</p> <p>Organise pupils into three groups to brainstorm and agree questions for an interview with the minister or another active member of the church. The groups should each take a focus from one of the following areas:</p> <ul style="list-style-type: none"> ▪ The building: <ul style="list-style-type: none"> - style, age, name, history, - meetings held there for the community and others, e.g. meals for the elderly, scout/cub meetings. ▪ Worship: <ul style="list-style-type: none"> - regular worship & prayer – what are they like? - special ceremonies, - music. ▪ Teaching: <ul style="list-style-type: none"> - links with the local community (it may have a website), - how the Bible is used in the church, - the role of the minister. 	<p>Resources Faiths 2 CD Rom. Map of the local area showing where Christian places of worship may be found. Pictures of some local places of worship Photographs of the interior and exterior of the place to be studied. Music tape of worship in different denominations</p> <p>N.B. You will need to be sensitive towards pupils who belong to groups that others may not consider Christians, e.g. Jehovah's Witnesses.</p>

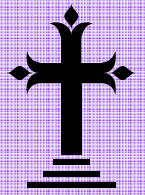
CHRISTIANITY KS 2 Unit 8: A second local Christian place of worship and the Bible



Unit 8 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know how the place of worship is the same and /or differs from the parish church previously studied; ➤ know one member of the church community. 	√		<p>It would be helpful to send a copy of the class questionnaire to the visitor before the lesson to support their preparation.</p> <p>During this lesson welcome and interview a representative of the place of worship.</p> <p>Welcome and introduce the visitor and let him / her talk a little about his / her relationship with the place being studied.</p> <p>Where possible let pupils be the interviewers and record the session on a tape / video for reference later.</p>	<p>Resources</p>

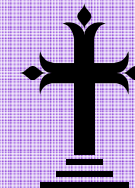
CHRISTIANITY KS 2 Unit 8: A second local Christian place of worship and the Bible



Unit 8 Sessions 3 & 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Learning outcomes as before	√		Analyse information, comparing the place with existing knowledge about the local parish church.	Resources Tape / video of interview Questionnaire Display materials Map Photographs
	√	√	Produce a display or guide book about the place of worship.	
		√	Write a thank you letter to the visitor.	

CHRISTIANITY KS 2 Unit 8: A second local Christian place of worship and the Bible

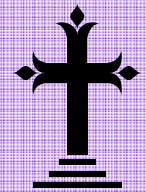


Unit 8 Sessions 5 & 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that the Bible is read in all churches as a source of teaching; ➤ know that the Bible contains stories that they know already. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Show pupils a Bible and images / pictures of a Bible being used in both the local parish church and the church studied in this unit.</p> <p>Recall what they have found out about how the Bible is used in Christian worship.</p> <p>Remind pupils of stories they know from the Bible:</p> <ul style="list-style-type: none"> ▪ Creation ▪ Jesus' birth ▪ Stories Jesus told – the prodigal son, the lost sheep and the Good Samaritan. <p>Re-read one of the Parables together, recalling that Jesus taught people about how they should behave through stories.</p> <p>Assessment Task How is the Bible used by Christians in different churches to teach them how to live their lives? Why are the people that worship in the two places studied in Units 6 & 7 both called Christians although they worship in different ways?</p>	<p>Assessment Levels</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p> <p><i>Level 4 Attainment target 1</i> Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.</p>	<p>Resources Photographs of Bibles being used in worship in the local parish church and the church studied in this unit. Bibles Parable of teacher's choice on overhead</p>

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CHRISTIANITY KS 2 Unit 9: Who was Jesus?



<p>What this unit contains</p>	<p>Christians believe that:</p> <ul style="list-style-type: none"> ▪ Jesus is God's son, He is both human and more than human. ▪ Jesus showed his divine power as a miracle worker. ▪ Jesus' teaching and life give humans the perfect example. ▪ How this influences Christian beliefs about life and death.
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge about Jesus gained from all earlier units. It is suggested that this unit should be taught in upper Key Stage 2.</p>
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ More able pupils might draw on knowledge from Buddhism units on Enlightenment and compare with Jesus as 'the light of the world'. ➤ Write a letter of complaint from a stall holder in the temple to the authorities complaining about Jesus' actions. ➤ Jesus returned the temple to a place of prayer. Write a thank you letter from someone who was pleased this occurred. ➤ When is it justifiable to be angry and to confront authority?
<p>Vocabulary</p> <p>Jesus God miracle example</p> <p>Light of the World Good Shepherd prophecy storm</p> <p>witness paralysed resurrection Bible</p> <p>Sermon crucified crucifix</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Justice, legal systems. ➤ Society finds it hard to accept people who want to change things. ➤ Tackling injustice.

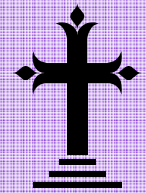
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Recall knowledge about Jesus: <ul style="list-style-type: none"> ▪ his birth, ▪ parables he taught, ▪ how he changed the lives of people he met, ▪ death and resurrection. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Class brainstorm of knowledge already known by members of the class about Jesus. This could be recorded on a sheet surrounding an artist's impression of Jesus.</p> <p>Clarify knowledge in a sequence :</p> <p style="text-align: center;"> birth ↓ adulthood / friends teaching ↓ The end of His life. </p> <p>This sheet can remain as a focus for future lessons.</p> <p>Watch the short video clip on the birth of Jesus from the Espresso Faiths module.</p> <p>Complete a class worksheet 'Who was Jesus?' with the class, introducing the idea that He was no ordinary baby. Talk about how he could contain both divine and human characteristics.</p>	<p>Resources LgFL/Espresso Faiths Christianity 'Christmas Part 2'.</p> <p>Pictures / posters / images of Jesus "Picturing Jesus - worldwide contemporary artists" by Lat Blaylock. CEM.</p> <p>"The Christ we Share" CMS (020 7928 8681)</p> <p>Daydream design posters "Parables of the Kingdom of God" Free call 0800 0680232.</p> <p>Video: "Jesus the man behind the Millennium" (CPAS/Agape).</p> <p>Developing RE "Jesus, his importance to his believers" by Pamela Draycott RE today services.</p>

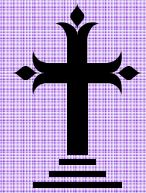
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ recall that the Bible contains different types of writing; ➤ know that prophets told people what would happen in the future; ➤ know that Christians believe that the Isaiah prophecies were fulfilled when Jesus was born. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Using a Bible recall what pupils know about different types of writing found in the Bible.</p> <p>Remind them about the Old & New Testaments and explain that in the Old Testament are the writings of people called Prophets. Explore what a prophet was and what importance was put on a prophet's writings.</p> <p>Show pupils the text of Isaiah 7 on an OHP or interactive whiteboard and read through with the class. Play the musical version and listen.</p> <p>Recall the Nativity story and link to Mathew's Gospel chapter 1-22. Explain that Christians believe Jesus was the child Isaiah had been talking about.</p> <p>Complete the sheet about who Jesus was, with Isaiah as the source or witness.</p>	<p>Resources Isaiah 7:14; 9:6, Matthew 1: 22 Handel's Messiah - sections including the prophecy</p> <p>N.B. Two formats for recording are included with this unit, one in columns for the most able pupils who can sift and present evidence, the other for less able pupils to record evidence in a less structured form. Teachers can select the method that is most useful to the.</p>

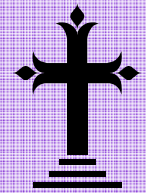
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus performed miracles, for example: <ul style="list-style-type: none"> ▪ stilling the storm, ▪ feeding the 5000, ▪ healing 10 lepers ▪ 4 friends (paralysed man), ▪ blind Bartimaeus, ▪ Jairus daughter; ➤ know that followers of Jesus in the past and present time believe the miracles show Jesus was God's son. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Explain that in this lesson pupils are going to consider evidence from Jesus' actions as recorded in the Bible.</p> <p>Organise the class into small groups, each to find out the story of one of Jesus' miracles. They should spend 25 minutes in research and record their decision about what the story shows about Jesus being a human or God's son on a "who was Jesus?" sheet.</p> <p>Feedback to class and discuss what has been found out about Jesus. What would people at the time have thought about Him and what do Christians today believe?</p> <p>Fill in class sheet</p> <p>Draw out from the group answers that Jesus was able to perform actions which no ordinary person can.</p> <p>Explain and discuss the fact that Christians believe this special power is because Jesus is the Son of God.</p>	<p>Resources</p> <p>Healing miracles reference sheet.</p> <p>Developing primary RE 'Jesus - his importance to believers' RE today</p> <p>Video - 'Jesus the Man of the Millennium</p> <p>Other Bible references : Mark 4 35-41 (Stilling the storm)</p> <p>John 6 5-13</p> <p>"Jesus through Art" by Margaret Cooling. RMEP (Jesus healing a man born blind 9 1-4)</p> <p>'The Cat's Tale' by Butterworth & Inkpen. Collins picture lions.</p> <p>N.B. Before the lesson ensure sufficient resources are available for each group's research.</p>

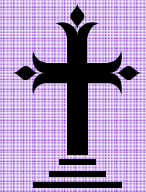
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know what Jesus claimed about himself: <ul style="list-style-type: none"> ▪ I am the light of the world, ▪ I am the Good Shepherd. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>In this lesson pupils will consider two descriptions that Jesus gave of himself.</p> <p>1. Jesus said: "I am the light of the world", Hand out text (at appropriate level for children) and read what Jesus said. Look at the Holman Hunt picture and/or images of Jesus with a halo. Discuss the significance in Art of a halo and draw out the symbolism. What did Jesus mean by light of the world? Would any ordinary person have made this claim?</p> <p>2. Jesus said 'I am the Good Shepherd' Hand out second set of text extracts and read. Recall the story of the lost sheep. What dangers might 'people-sheep' get into? How might they need to be rescued? What did Jesus mean and how might Jesus have been seen as a shepherd by Christians? Show pupils the picture image of Jesus as Good Shepherd.</p> <p>Explain that Christians believe Jesus shows people the way to live, protects, gives people 'light' in understanding.</p> <p>Who might you say is the light of the world for today?</p>	<p>Resources Daydream design posters "Parables of the Kingdom of God" free call 0800 0680232</p> <p>Video: "Jesus the man of the Millennium" (CPAS/Agape)</p> <p>'Who was Jesus?' evidence sheet</p> <p>Copy of Holman Hunt's painting 'the Light of the World' Image of Jesus as the Good Shepherd. Images from works of art of Jesus with a halo.</p> <p>Biblical passages Luke 228-32, John 8-12 John 10 & 11</p>

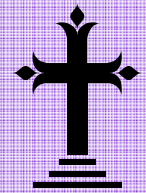
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 5

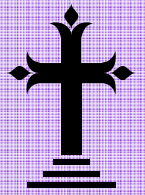
Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus had enemies amongst the rulers of the country and religious leaders; ➤ know that Jesus' actions sometimes made him unpopular; ➤ know the story of the cleansing of the temple. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Explain that in this lesson pupils will consider what others felt about Jesus.</p> <p>Show children pictures of the angry Christ throwing the traders from the temple (El Greco).</p> <p>Tell the story of what happened in the temple in Jerusalem. If possible, show the class brief video clips of this story to emphasise atmosphere and emotions.</p> <p>Select one current event that Jesus would be angry about today either from existing knowledge or prompted by newspaper articles. Put Jesus into the scenario. How might Jesus react? Record personal views (10 minutes).</p> <p>Plenary How would the religious authorities have reacted to this? What would they say about Jesus? Who or what did they think Jesus was? Discuss and record.</p>	<p>Resources "Jesus through art" by Margaret Cooling. The story is found in Luke 19 45-48</p> <p>Video: 'Jesus the man of the Millennium'</p> <p>Newspaper articles /headlines/pictures</p> <p>'Developing primary RE - Jesus, his importance to believers'</p>

CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Know the story of what happened after Jesus was arrested ➤ Consider that Jesus was executed the way that criminals were executed ➤ Know that Jesus forgave people who hurt him ➤ Know that Christians believe that Jesus is God's son and that he came back to life and that this is celebrated on Easter Day ➤ Lent is a time of preparation for Easter 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Watch video section showing events from Jesus' arrest up to the angels announcing Jesus' resurrection to the disciples on Easter Day.</p> <p>As a class, discuss and agree some answers to the following:</p> <ul style="list-style-type: none"> ▪ "Why did these people want to get rid of Jesus?" ▪ Judas, ▪ The Jewish religious leaders, ▪ The Romans, ▪ The crowd. <p>Explain that crucifixion was execution of people who had done wrong. Had Jesus done wrong? Who would have said yes and who no? Consider Jesus' words - what do they tell us about Jesus?</p> <p>Assessment Task Find out how Christians prepare for Easter during Lent. What do Christians believe happened on the first Easter Day? Why do Christians keep a cross as a symbol and what is unusual about this image? Why does this story explain why most Christians keep Sunday as their 'day of rest and worship'? Who was Jesus?</p>	<p>For Assessment Levels please see next page</p>	<p>Resources Jesus through art - images of the crucifixion, the Christ we Share crucifixion image.</p> <p>Videos Jesus, Man of the Millennium" or "Jesus of Nazareth" volume 4 or other video. Text portion of Jesus' words from the cross.</p> <p>"Storykeepers" Episode 12 'Caught at the Crossroads'.</p> <p>Cross Crucifix</p> <p>N.B. Teachers need to be sensitive to the concerns of the Jewish community that they should not be held responsible for the death of Jesus.</p>



Unit 9 Session 6

Assessment

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe some key features of religions. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Level 4

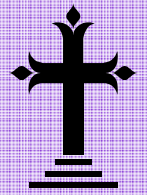
Attainment target 1

Pupils use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions and ethical issue.

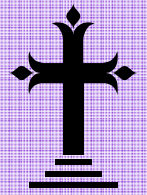


Unit 9 Activity sheet 1

Who was Jesus?



CHRISTIANITY KS 2 Unit 9: Who was Jesus?

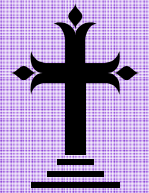


Unit 9 Activity Sheet 2

**Jesus as the Light of the World –
picture by Holman Hunt**



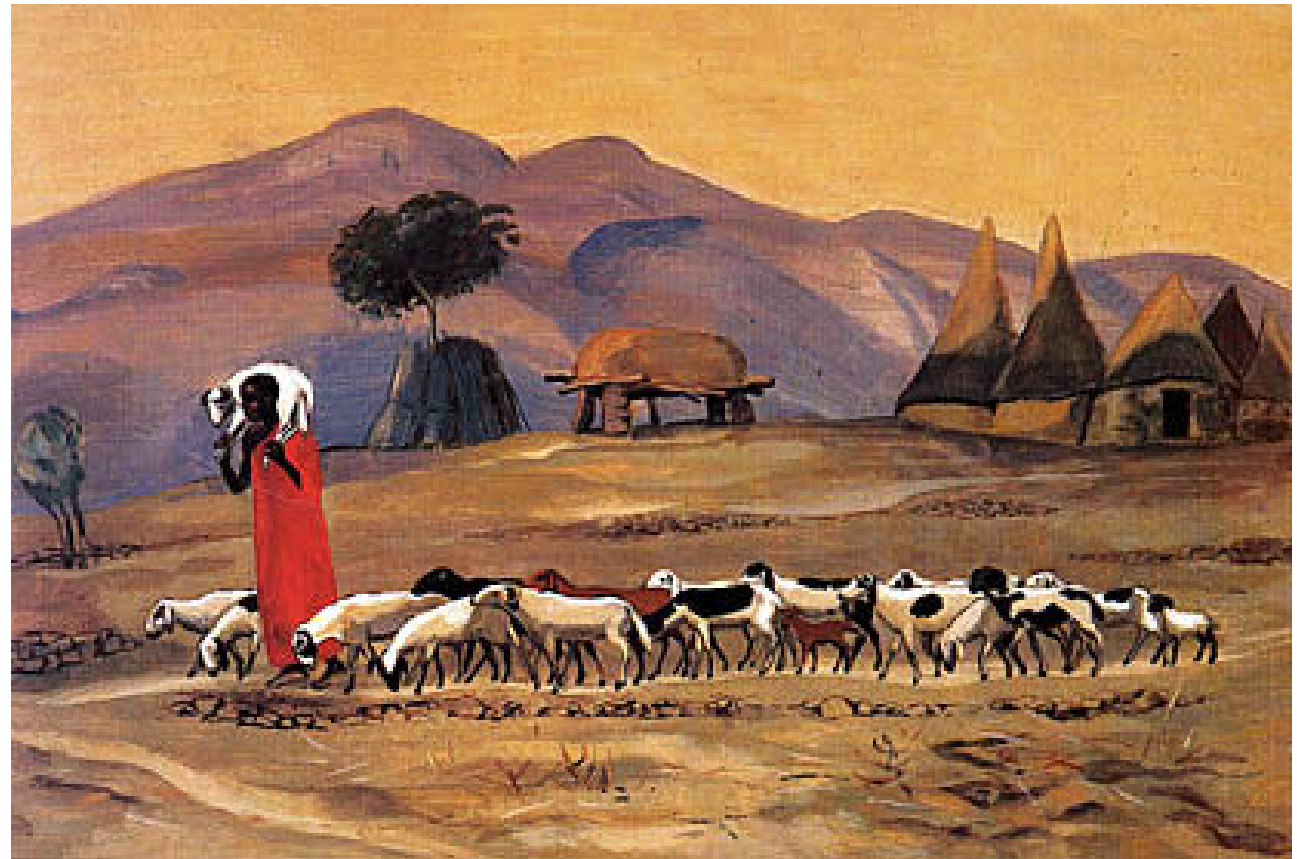
CHRISTIANITY KS 2 Unit 9: Who was Jesus?



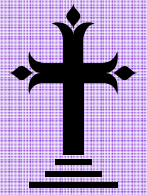
Unit 9 Activity Sheet 3

Jesus as the Good Shepherd

An African Interpretation by the Mafa People in Cameroun



CHRISTIANITY KS 2 Unit 9: Who was Jesus?

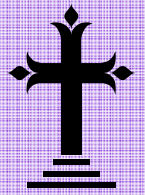


Unit 9 Activity Sheet 4

Christ throwing the traders from the temple (El Greco)



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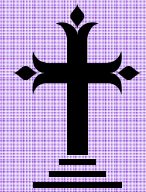


Unit 9 Session 2 Information Sheet 1

Prophecies from Isaiah

The Lord himself will give you a sign: The virgin shall be with child and will give birth to a son, and will call him Immanuel. Isaiah 7:14

*For unto us a child is born, to us a son is given, and the government will be on his shoulders. He will be called Wonderful Counsellor, Mighty God, Everlasting Father, Prince of Peace.
Isaiah 9:6*



Unit 9 Session 3 Information Sheet 2

Healing Miracles Reference Sheet

What is a miracle?

A miracle is a good event, which cannot be easily explained and seems impossible in human terms. Miracles are usually ascribed to God, holy people or messengers from God.



Healing miracle performed by Jesus	Method	Bible Reference
Peter's mother-in-law -	by touch	Mark 1:29-31
A leper -	by touch	Mark 1:40-45
The paralysed man -	healing and forgiveness	Mark 2:1-12
A man with a withered hand, on the Sabbath -	by command	Mark 3:1-6
Jairus' daughter -	by word and touch	Mark 5:21-43
A deaf and dumb man -	by touch	Mark 7:31-37
A blind man at Bethsaida -	by touch	Mark 8:22-26
A centurion's servant	by command	Mark 8:5-13; Luke 7:1-10
Two blind men -	by touch	Mark 9:27-31
A woman with a bent back, on the Sabbath -	by touch	Luke 13:10-17
Ten lepers -	by calling from a distance	Luke 17:11-19
Blind Bartimaeus	by command	Luke 18:35-43
An official's son, in Capernaum	by word	John 4:46-54
A man at the pool of Bethesda	by command	John 5:1-15
A man blind from birth	by touch	John 9:1-41

CHRISTIANITY KS 2 Unit 9: Who was Jesus?



Unit 9 Activity Sheet 5

Jesus: Son of God and Man.

Event	What evidence does this story give about Jesus as a human being?	What evidence does this story give about Jesus as God's son?
<i>Example</i> Jesus' birth story	<i>He had a human mother (Mary) who had been pregnant for nine months. Jesus was treated as a baby and was vulnerable, needing care and protection</i>	<i>Jesus did not have a human father Angels and a 'star' announced His birth Jesus' birth had been 'foretold' by Prophets</i>
Isaiah's prophesy		

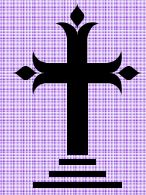
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CHRISTIANITY KS 2 Unit 10: Christians and the World



<p>What this unit contains</p>	<p>There are some places that are important to Christians in the UK and the wider world – what makes them important and what Christians gain from visiting them. Jesus’ contemporary followers are world-wide. The Church is an international fellowship of Christianity.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This unit builds on knowledge about Christians and places that are special to them in the locality. It further develops pupils’ understanding about the world family of Christians as they discover information about places that matter to Christians in the UK and around the world.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Make a comparison between a pilgrimage today and in the time of Chaucer’s Canterbury Tales. ➤ Find out how places are special to different faiths. ➤ Interview someone who has been on a pilgrimage. ➤ Research why pilgrims wore a shell in the past. ➤ Find out how pilgrim routes were marked. ➤ Why were wayside churches built? ➤ Life can be thought of as a pilgrimage – a journey with meaning. Things happen along the way – good and bad – that shape the people we become. For Christians some are marked in special ways (birth, becoming a Christian, marriage, serious illness, death). What do you think are really important moments in life’s journey? What have been important to you? ➤ Share thoughts and ideas about miracle cures and other miracles. <p>Read and comment on T S Eliot’s ‘The Journey of the Magi’.</p>		
<p>Vocabulary</p> <p>Christian Christianity special shell</p> <p>Magi journey pilgrimage meaning</p> <p>pilgrim destination travel symbol</p> <p>place names</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ The world family of a faith. ➤ The concept of a life journey. ➤ The special nature of sacred space. 		

CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider why places are special to themselves and to others; ➤ give value to the special places of others; ➤ consider times when people plan to make journeys to places that are special to them; ➤ share ideas about places that are special to them. 		<p>√</p> <p>√</p> <p>√</p>	<p>Before the lesson ask pupils to bring a picture or some information about a place that is very special to them.</p> <p>In pairs / small groups ask pupils to tell each other about their special place. They should describe:</p> <ul style="list-style-type: none"> ▪ Where it is. ▪ What makes it special. ▪ When they go or plan to go there. ▪ What it feels like to be there. <p>Feed back around the class with some pupils telling the class briefly about their partner's place. Share your picture and explain how a place can be special because your family originated from there - it has special meaning because of that. Explore when people make journeys to special places. Discuss and share answers, e.g. a war grave visit, journey back to their home of origin, journey to a place where they have lived before, religious pilgrimage.</p> <p>On a postcard each pupil should describe the meaning of their special place to them and how it feels to be there. They could draw the place or stick a picture of it on the reverse. Display postcards.</p>	<p>Resources The teacher will need a picture of a place associated with their own past – perhaps a place where their grandparents or earlier lived.</p> <p>Postcards or postcards shaped card.</p>

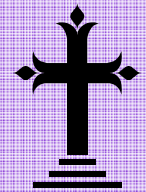
CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand the meaning of the words pilgrim and pilgrimage; ➤ consider the journey of the Magi as the first pilgrimage; ➤ examine and explore the meaning in a painting of the journey of the Magi. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Introduce the word pilgrimage to the class; explain this means a journey to a holy place. A pilgrim is someone who makes that journey. Explain that many Christians believe that the first pilgrimages were made by the shepherds and the Magi to the birth of Jesus. Recall their journeys.</p> <p>Introduce Fabriano's painting 'The Journey of the Magi' (Wise Men) either as copies for pairs of pupils or on an interactive whiteboard. Examine the painting:</p> <ul style="list-style-type: none"> ▪ Are all the people the same? ▪ How are they travelling? ▪ Who is at the end of their journey? ▪ Can you locate the three Wise Men or Magi? What are they doing? ▪ What is surprising about the picture? ▪ Why do you think the painter has put in so many people? <p>Consider the image of all people travelling their lives to Jesus – and life itself perhaps as a journey.</p> <p>Which Christian places might be visited that are associated with Jesus? Recall places from the story of His life. Why might it be special for Christians to visit these places?</p> <p>Talk about journeys the children have made - long or short. Focus upon preparations, anticipation, excitement or anxieties. Can journeys make us wise? What do we learn on long journeys? Can a journey be as important as arriving? Record responses to these questions.</p>	<p>Resources Fabriano – Adoration of the Magi. Matthew 2.1-12</p>

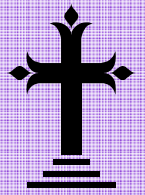
CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Session 3 - 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that a pilgrimage is a special, physical journey for a spiritual purpose; ➤ consider times when Christian people plan to make journeys to places that are special to them; ➤ know about places of Christian pilgrimage. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Explain that places of pilgrimage are “special” because of something that happened there. Whilst many of them are peaceful and beautiful places that help people pray and think about God, others are busy places because of the many pilgrims who visit there and the expected visits associated with the place.</p> <p>Recall the list of places associated with Jesus that Christians visit. Start the research project that will take place over the next two weeks by modelling some answers for the Pilgrim Research sheet for a pilgrimage to Nazareth using information provided.</p> <p>Organise pupils into small groups of no more than five and explain that over the next two sessions they will work together in their groups to find out about and present information about two or three places of Christian pilgrimage.</p> <p>Allocate each group one pilgrimage venue to research and resources to enable them to find out as much as they can about their special place.</p> <p>In Session 5 provide an opportunity for each group to spend three minutes feeding back to the class and showing the results of their work. This could be on a power point presentation, a mini-guide book or travel brochure for a pilgrimage or a wall display.</p>	<p>Resources</p> <p>http://holylandnetwork.com/nazareth/nazareth.htm</p> <p>http://www.206tours.com/tour6/default.html</p> <p>http://www.atlastours.net/holyland/nazareth.html</p> <p>http://www.request.org.uk/main/dowhat/pilgrimage/places/places01.htm</p> <p>http://www.lourdes-france.com/index.php?page=menu&texte=1&old=&langage=en</p> <p>http://www.canterbury-cathedral.org/</p> <p>http://www.walsingham.org.uk/</p> <p>http://www.request.org.uk/main/dowhat/pilgrimage/iona/iona01.htm</p> <p>http://www.wales-calling.com/culture/st-david.htm</p> <p>http://re-xs.ucsm.ac.uk/re/pilgrimage/christia.htm</p> <p>http://www.reep.org/pilgrimage/christian_today.php</p> <p>http://users.erols.com/ed.mcclelland/spain04/</p> <p>Pilgrim Research sheets Nazareth Information sheets Atlases</p>

CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Session 6

Assessment Levels

Level 3

Attainment target 1

Pupils use a developing religious vocabulary to describe the meaning of pilgrimage in Christianity. They make links between beliefs & sources, including religious stories and the Bible. They begin to identify the impact religion has on believers' lives & some forms of religious expression.

Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences.

Level 4

Attainment target 1

Pupils use a developing religious vocabulary to describe & show understanding of practices, beliefs, ideas, feelings & experiences. They make links between them, & describe some similarities & differences within Christianity in relation to pilgrimage they describe the impact of religion on people's lives.

Attainment target 2

Pupils raise, & suggest answers to questions of identity, belonging, meaning, purpose & commitments. They describe what inspires & influences themselves & others.

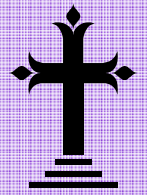
Level 5

Attainment target 1

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on Christians. They understand that similarities & differences illustrate distinctive beliefs within Christianity & suggest possible reasons.

Attainment target 2

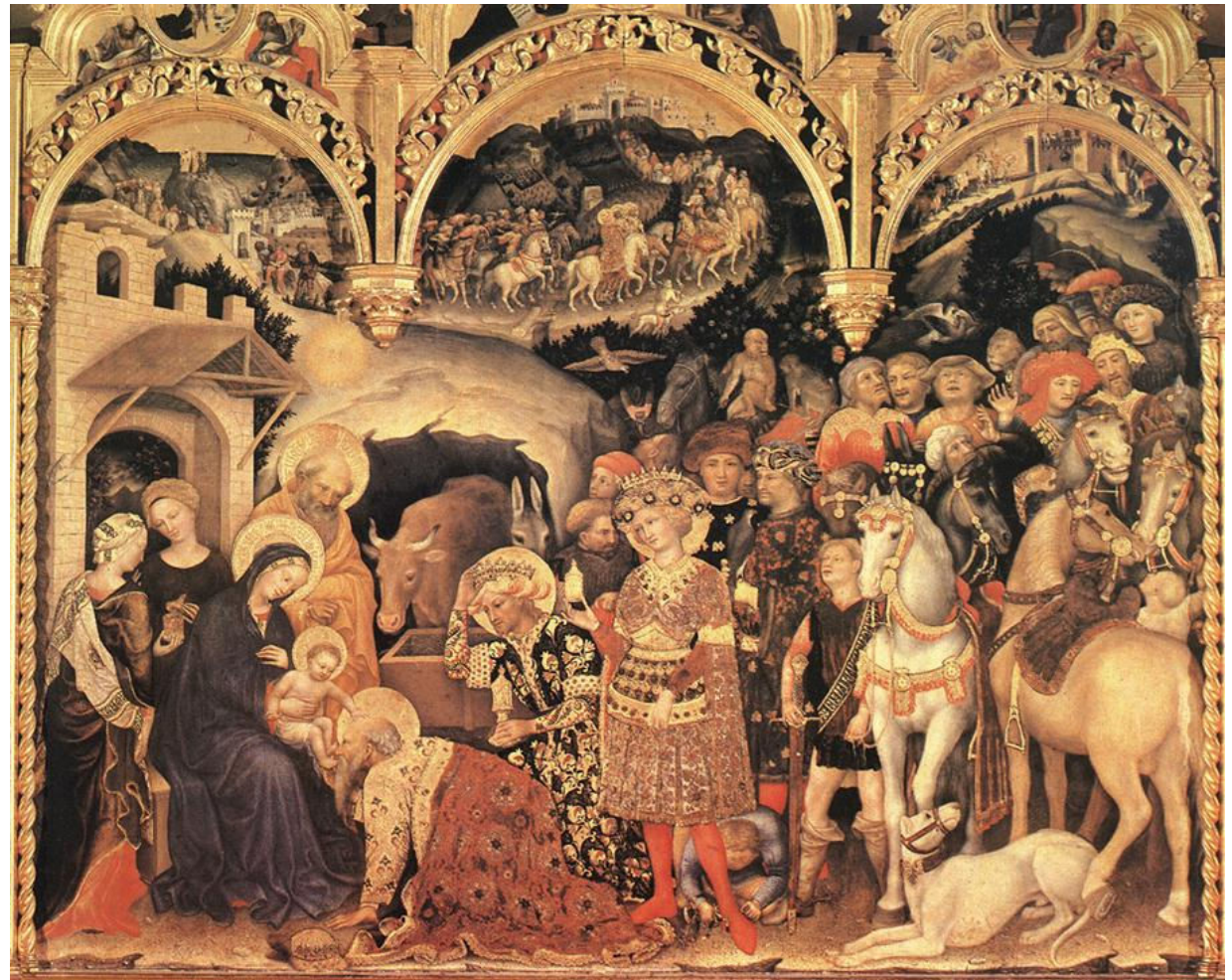
Pupils ask, & suggest answers to, questions of identity, belonging, meaning, purpose & commitments, relating them to their own & others' lives. They explain what inspires & influences them, expressing their own & others' views on the challenges of belonging to a religion.



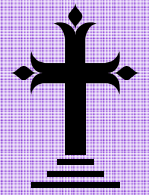
Unit 10 Session 2 Activity Sheet 1

GENTILE DA FABRIANO – Adoration of the Magi

**Italian painter (b. ca. 1370, Fabriano
Marche, d. 1427, Roma)**



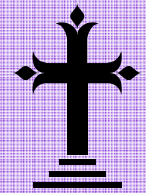
CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Activity Sheet

Have you somewhere that is “special” to you – perhaps because of happy memories, or because it is peaceful and beautiful? On this postcard template, describe it in words or images and explain why it is so important to you and how you feel when you are there.

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Unit 10 Sessions 3 – 5 Activity Sheet 1

Pilgrimage Research Sheet

Place:.....

Location:

Where is the place of pilgrimage that you are studying? Locate it on a map.

How might people travel to get there from here?

History

Why and when did it become important?

Who or what is the place associated with?

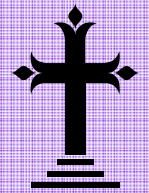
Experiencing the Pilgrimage

Why do Christians go there today?

How do people prepare for the journey?

What do they see and or do when they get there?

How do you think this journey benefits the pilgrims?



Unit 10 Sessions 3 – 5 Information Sheet 1

Christian Pilgrimage

Pilgrimages were first made to sites connected with the life, birth and crucifixion of Jesus. Surviving descriptions of Christian pilgrimages to the Holy Land date from the 4th century, when pilgrimage was encouraged by church fathers. Pilgrimages also began to be made to Rome and other sites associated with the Apostles, Saints and Christian martyrs, as well as to places where there have been alleged apparitions of the Virgin Mary.

Major Christian pilgrimage sites from which to select places for research (links provide information at teacher level):

[Canterbury](#) associated with [St. Thomas Beckett](#)

[Croagh Patrick](#), Ireland. Saint Patrick.

[Fatima](#), Portugal. Apparition of the Virgin Mary.

[Glastonbury](#), England. St Joseph of Arimathea.

Shrine of [Our Lady of Guadalupe](#), [Mexico City](#). Apparition of the Virgin Mary.

[Jerusalem](#) Site of the teaching, trial and crucifixion of Jesus.

[Knock](#), Ireland

[Lourdes](#), France. Apparition of the Virgin Mary. Place of healing.

[Mount Athos](#), Greece. Orthodox monastic centre.

[Turin](#), Italy. Holy Shroud.

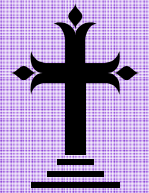
[Rome](#) Site of the deaths of [Saint Peter](#), [Saint Paul](#) and other early martyrs. Headquarters of the Roman Catholic Church.

[Santiago de Compostela](#), Spain. Famous medieval pilgrimage to the shrine of Saint James.

St Albans Site of the first Christian martyr in England

[Walsingham](#), England. Virgin Mary apparition and healing site.

CHRISTIANITY KS 2 Unit 10: Christians and the World



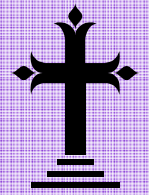
Unit 10 Sessions 3 – 5 Factsheet 1 continued

Christian Pilgrimage

Websites:

Canterbury:	http://www.request.org.uk/main/churches/tours/canterbury/tour.htm http://www.canterbury-cathedral.org/ http://www.eyewitnesstohistory.com/becket.htm http://www.loyno.edu/~letchie/becket/tour/default.htm
Glastonbury	http://www.glastonburyabbey.com/
Iona	http://www.request.org.uk/main/dowhat/pilgrimage/iona/iona01.htm http://www.iona.org.uk/
Lourdes	http://www.lourdes-france.com/index.php?page=menu&text=1&old=&langage=en
Rome	http://mike.friese.com/pilgrimage/
St. Albans	http://www.bbc.co.uk/threecounties/read_this/2003/07/spiritual_places_shrine.shtml
Turin	http://www.shroud.com/
Walsingham	http://www.walsingham.org.uk/ http://www.arcworld.org/projects.asp?projectID=66
Various pilgrimage sites	http://www2.kenyon.edu/Depts/Religion/Projects/Reln91/Power/Canterbury.htm http://www.reep.org/pilgrimage/christian_middle.php

CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Session 3 – 5 Information Sheet 2

Map of the Holy Land showing Nazareth





CHRISTIANITY KS 2 Unit 10: Christians and the World

Unit 10 Session 3 – 5 Information Sheet 3

Places to visit in Nazareth

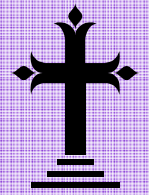


Over the place where Mary grew up is the Church of the Annunciation. Built in 1969 on the site of an 18th century church, it includes parts of several ancient churches.

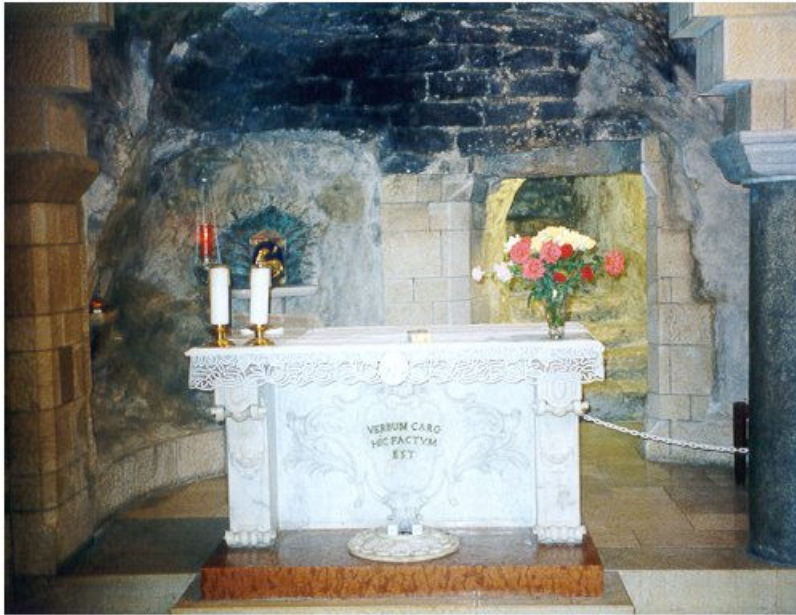
The centerpiece of this church is the grotto which used to be the home where Mary grew up. Notice the pillars which belonged to an earlier church that used to cover this site. Just inside the archway of the grotto is a room where (it is believed) the Angel Gabriel appeared to her told her God had chosen her to be the mother of His son..



CHRISTIANITY KS 2 Unit 10: Christians and the World



Unit 10 Session 3 – 5 Information Sheet 3 Continued



The stairs in the back (behind the flowers) are believed to have been part of Mary's home. The reason this room looks like a cave is because the land is full of hillsides with caves, and many of the people built their homes out of these.

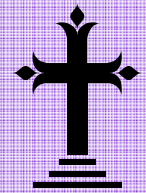
Read St Luke 1:26-38 which tells the story of the annunciation.



A short walk uphill is the small Church of St. Joseph. Christians believe this is built over the home where Joseph lived and that it is very likely that Jesus lived here during His childhood.

How do you think Christians feel when they visit these two places?

CHRISTIANITY KS 2 Unit 11: Faith in Action



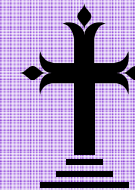
<p>What this unit contains</p>	<p>In this unit pupils will encounter people who followed the example of Jesus both in the past and as contemporary followers world-wide.</p> <p>They will consider the impact of Christian belief on peoples' lives in terms of vocation and daily life.</p>																											
<p>Where the unit fits and how it builds upon previous learning</p>	<p>In this unit pupils will draw on their knowledge of Jesus' teaching and relate this to the lives of a number of key people.</p> <p>The examples selected in this unit provide a model of range and methodology; schools can select different examples should they have the resources to do so.</p> <p>A visitor from the local Christian community should be invited in for lesson 6.</p>																											
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Further research into the outcomes of the lives of inspirational people today. ➤ Reflect on personal beliefs and values and how these might influence life choices. ➤ Interview a missionary or a monastic to find out why they have made their specific life choices. 																											
<p>Vocabulary</p> <table border="0" data-bbox="141 1091 1077 1294"> <tr> <td>Christian</td> <td>monk</td> <td>hospital</td> <td>inspiration</td> </tr> <tr> <td>Christianity</td> <td>nun</td> <td>athlete</td> <td>persecution</td> </tr> <tr> <td>faith</td> <td>monastery</td> <td>mission</td> <td>fulfilment</td> </tr> <tr> <td>influence</td> <td>monastic</td> <td>missionary</td> <td>Quaker</td> </tr> <tr> <td>vocation</td> <td>vow</td> <td>temptation</td> <td>Friend</td> </tr> <tr> <td>conscience</td> <td>convent</td> <td>inspire</td> <td></td> </tr> </table>	Christian	monk	hospital	inspiration	Christianity	nun	athlete	persecution	faith	monastery	mission	fulfilment	influence	monastic	missionary	Quaker	vocation	vow	temptation	Friend	conscience	convent	inspire		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Ways in which Christian beliefs can influence action in the wider community. ➤ Impact of belief on moral choices. ➤ Impact of Christianity as a world faith. ➤ Community of faith over time. 			
Christian	monk	hospital	inspiration																									
Christianity	nun	athlete	persecution																									
faith	monastery	mission	fulfilment																									
influence	monastic	missionary	Quaker																									
vocation	vow	temptation	Friend																									
conscience	convent	inspire																										

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know some of Jesus' teaching about putting Christian beliefs into action; ➤ consider how this teaching might influence behaviour. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Brainstorm and record centrally as a class, existing knowledge about Jesus' teaching and how this might influence the behaviour of Christians. Hand out the Jesus'- teaching information sheets.</p> <p>Recall the story of the Good Samaritan, contextualising it as part of Jesus' answer to an important question. If necessary add to the list.</p> <p>Read the list of statements from Matthew 25 on the Jesus'- teaching information sheets. Organise pupils into small groups to decide where some examples of Jesus' teaching can be seen in practice today. Feedback to the class.</p> <p>Discuss the remaining quotes and their implications for life as a class.</p> <p>Give each pupil one statement/story about Jesus' teaching. They should look in newspapers for a contemporary example of need in this area. These can be stuck into their books with a written explanation of their choice, referencing to Jesus' teaching.</p>	<p>Resources Jesus' teaching information sheet</p> <p>Newspapers – local and national</p>



CHRISTIANITY KS 2 Unit 11: Faith in Action

Unit 11 Session 2 – 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know in detail about the life and work of a Christian who has put their faith into action; ➤ know about the lives and work of the Christian studied by members of other groups. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Organise pupils in mixed ability groups. The Resources supporting this unit provide materials for six groups.</p> <p>Each group will focus on one Christian who has put their faith into action:</p> <ul style="list-style-type: none"> ▪ Gladys Aylward, ▪ St Francis of Assisi, ▪ Gipsy Rodney Smith, ▪ Martin Luther King, ▪ Mother Teresa, ▪ Dr Thomas Barnardo <p>In the first three lessons (Sessions 2-4) pupils should research and collate information about the life, faith and impact of their chosen Christian. They should reflect on the way this person has put their faith into action through their life. The information will be presented in Session 5 as a group assessment task.</p> <p>Assessment Presentations should be creative and imaginative and should take about ten minutes. They could include music, video, reflections, audio, ICT generated PowerPoint etc.</p> <p>They should, where possible, refer to the words of the person concerned and should include reference to how Jesus' teaching inspired the person studied to behave/work in a particular way. Research should also look at how the work of each person carries on today.</p>	<p>For Assessment Levels please see next page</p>	<p>Resources Resource information about: Gladys Aylward St Francis of Assisi Gipsy Rodney Smith Martin Luther King Mother Teresa Dr. Thomas Barnardo</p> <p>Websites www.americancatholic.org/features/teresa http://www.biblebelievers.com/gypsy_smith/index.html http://www.goldonian.org/barnardo.htm http://www.request.org.uk/main/history/barnardo/barnardo01.htm</p> <p>Books Faith in Action books Books about St Francis</p> <p>Videos Brother Sun, Sister Moon Mother Teresa and her world The Small Woman</p>

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5

Assessment Levels

Level 3

Attainment target 1

Pupils use developing religious vocabulary. They make links between beliefs & sources, including religious stories & sacred texts. They begin to identify the impact religion has on believers' lives.

Attainment target 2

Pupils ask important questions about religion & beliefs, making links between their own & others' responses. They make links between values & commitments.

Level 4

Attainment target 1

Pupils use developing religious vocabulary to describe & show understanding of practices, beliefs, ideas, feelings & experiences. They describe the impact of religion on people's lives & suggest meanings for a range of forms of religious expression.

Attainment target 2

Pupils raise & suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to other people's lives & describe what inspires & influences them.

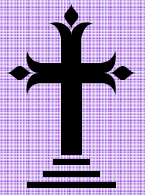
Level 5

Attainment target 1

Pupils use increasingly wide RE vocabulary to explain the impact of beliefs on individuals. They explain how religious sources are used to provide answers to ultimate questions & ethical issues, recognising diversity in forms of religious, spiritual and moral expression,.

Attainment target 2

Pupils ask & suggest answers to, questions of identity, belonging, meaning, purpose & truth, values and commitments, relating them to others' lives.



Unit 11 Session 1 Information Sheet 1

Jesus' Teaching

Luke 10: 27 - 28

Love the Lord your God with all your heart, with all your mind, with all your strength and love your neighbour as yourself.

Luke 10: 25 - 37

Story of the Good Samaritan

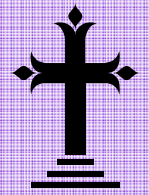
Who is my neighbour? ... the one who showed kindness to the man in need ... Go and do as he did.

Matthew 25: 31- 46

When I was hungry you gave me food?
When I was thirsty you gave me drink?
When I was a stranger you took me in?
When I was naked you clothed me?
When I was ill you came to my aid?
When I was in prison you visited me?
When you did it to the least you did it to me.

Matthew 28:19

Go into all the world and preach the gospel ... I will be with you always.



Unit 11 Session 2 – 5 Information Sheet 2

Gipsy Rodney Smith



Rodney Smith ("Gipsy Smith"), a Methodist evangelist, was born at Wanstead (6 miles northeast of London), Essex, England, March 31, 1860. He was of Gipsy parentage, and was converted at the age of sixteen. In 1877 he became an evangelist under the auspices of the Christian Mission of London, and preached successfully in various places, particularly at Whitby, Sheffield, Bolton, Chatham, Hull, Derby, and Hanley. Meanwhile, the Christian Mission had developed into the Salvation Army, and in 1882 Smith was dismissed for a technical breach of discipline. He continued to preach in Hanley, however, but in 1893, after conducting evangelistic services for a time at Hull, made a brief visit to Sweden. Returning to Hanley, he remained there until 1886 when he resigned to resume evangelistic work, being engaged in these labours until the end of 1888.

Early in 1889 he visited the United States, conducting services in various cities, returning to England later in the same year and becoming connected with the Manchester Mission. In 1891 he again visited the United States. In 1892 he conducted services in Edinburgh, and from this grew the Gipsy Gospel Wagon Mission, devoted to evangelistic work among his own people. He visited America for the third time in 1893. After a five months' revival in Glasgow in 1893-94, Smith went to Australia, preaching at Adelaide, Melbourne, and Sydney, after which he returned to England by way of the United States.

In 1895 he preached in London, Manchester, Edinburgh, as well as in many smaller cities, and in 1896 paid his fifth visit to America, returning to England and conducting brief evangelistic campaigns until 1897, when he became first missionary of the National Free Church Council. Gipsy Smith died in 1947.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 3

Gladys Aylward

Gladys Aylward was born in London in 1904. She worked for several years as a parlour maid, and then after going to a religious meeting at which the preacher spoke of dedicating one's life to the service of God, Gladys, and became convinced that she was being called by God to preach the Christian Gospel in China.

When Gladys was 26, she became a probationer at the China Inland Mission Centre in London, but failed her examinations. She worked at other jobs and saved her money. Then she heard of a 73-year-old missionary, Mrs. Jeannie Lawson, who was looking for a younger woman to carry on her work. Gladys wrote to Mrs. Lawson and was accepted if she could get to China. She did not have enough money for the ship fare, but did have enough for the train fare, and so in October 1930 Gladys set out from London with her passport, her Bible, her tickets, and two pounds nine pence, to travel to China by the Trans-Siberian Railway, despite the fact that China and the Soviet Union were engaged in an undeclared war.

Gladys arrived in Vladivostok and sailed from there to Japan and from Japan to Tientsin. From there she travelled by train, then bus, then mule, to the inland city of Yangchen, in the mountainous province of Shansi, a little south of Peking (Beijing). Most of the residents had seen no Europeans other than Mrs. Lawson and now Miss Aylward. They distrusted them as foreigners, and were not disposed to listen to them.



CHRISTIANITY KS 2 Unit 11: Faith in Action



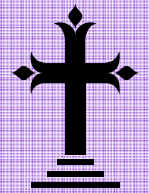
Unit 11 Session 2 – 5 Information Sheet 3 Continued – Gladys Aylward

Yangchen was an overnight stop for mule caravans that carried coal, raw cotton, pots, and iron goods on six-week or three-month journeys. It occurred to the two women that their most effective way of preaching would be to set up an inn. The building in which they lived had once been an inn, and with a bit of repair work could be used as one again. They laid in a supply of food for mules and men, and when next a caravan came past, Gladys dashed out, grabbed the rein of the lead mule, and turned it into their courtyard. It went willingly, knowing by experience that turning into a courtyard meant food and water and rest for the night. The other mules followed, and the muleteers had no choice. They were given good food and warm beds at the standard price, and their mules were well cared for, and there was free entertainment in the evening--the innkeepers told stories about a man named Jesus.

After the first few weeks, Gladys did not need to kidnap customers as they came to the inn by preference. Some became Christians, and many of them (both Christians and non-Christians) remembered the stories and retold them to others on the caravan trails. Gladys practised Chinese for hours every day, and was becoming fluent and comfortable with it. Then Mrs. Lawson suffered a severe fall, and died. Gladys was left to run the mission alone, with the aid of one Chinese Christian, Yang, the cook.

A few weeks after the death of Mrs. Lawson, Gladys Aylward met the Mandarin of Yangchen, who arrived in a sedan chair, with an impressive escort. He told her that the government had decreed an end to the practice of foot binding. At this time, among the upper and middle classes, it was the custom that a woman's foot should be wrapped tightly in bandages from infancy, to prevent it from growing. Grown women had extremely tiny feet, on which they could only walk with slow, tottering steps, which were thought to be extremely graceful. The government needed a foot-inspector, a woman who could visit the women's quarters without scandal and whose own feet were unbound. This person would patrol the district enforcing the decree. It was soon clear to them both that Gladys was the only possible candidate for the job, and she accepted, realising that it would give her undreamed-of opportunities to spread her beliefs.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 3 Continued – Gladys Aylward

One day, the Mandarin sent for Gladys. There was a riot in the men's prison and convicts were rampaging in the prison courtyard; several of them were dead. The soldiers were afraid to intervene so the warden asked Gladys to go into the yard and stop the rioting. She said, "How can I do that?" The warden said, "You have been preaching that those who trust in Christ have nothing to fear." Gladys walked into the courtyard and shouted: "Quiet! I cannot hear when everyone is shouting at once. Choose one or two spokesmen, and let me talk with them." The men became quiet and chose a spokesman. Gladys talked with him, and then came out and told the warden: "These men are in crowded conditions with nothing to do. No wonder they are so cross that a small argument sets off a riot. You must give them work. Also, they say you do not supply food for them, so that they have only what their relatives send them. No wonder they fight over food. We will set up looms so that they can weave cloth and earn enough money to buy their own food." This was done and the people began to call Gladys Aylward "Ai-weh-deh," which means "Virtuous One" from then on.

One day she saw a woman begging by the road, accompanied by a weak, hungry child covered with sores. Gladys discovered that the woman had kidnapped the child and was using it to help her begging. She bought the child, a girl about five years old, for nine pence. A year later, "Ninepence" came in with an abandoned boy in tow, saying, "I will eat less, so that he can have something." Thus Ai-weh-deh acquired a second orphan, "Less." And so her family began to grow.... She was a regular and welcome visitor at the palace of the Mandarin, who found her religion ridiculous, but her conversation stimulating. In 1936, she officially became a Chinese citizen. She lived simply and dressed like the people around her, which was a major factor in helping her to make friends.

War came and in spring 1938 Japanese planes bombed Yangcheng, killing many and causing the survivors to flee to the mountains. Five days later, the Japanese Army occupied the city. The Mandarin gathered the survivors and told them to flee to the mountains. He announced that he was impressed by the life of Ai-weh-deh and wished to make her faith his own.

CHRISTIANITY KS 2 Unit 11: Faith in Action

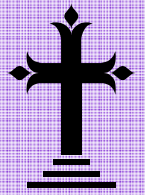


Unit 11 Session 2 – 5 Information Sheet 3 Continued – Gladys Aylward

The Mandarin asked Ai-weh-deh what he should do with the prisoners as they would traditionally have been beheaded. A plan was made for relatives and friends of the convicts to post a bond guaranteeing their good behaviour. Every man was eventually released on bond. As the war continued Gladys often found herself behind Japanese lines, and often passed on information, when she had it, to the armies of China, her adopted country. She met and became friends with "General Ley," a Roman Catholic priest from Europe who had taken up arms when the Japanese invaded, and now headed a guerrilla force. Finally he sent her a message. The Japanese are coming in full force. We are retreating. Come with us." Angry, she scrawled "Christians never retreat!" He sent back a copy of a Japanese handbill offering \$100 each for the capture, dead or alive, of the Mandarin, a prominent merchant, and Ai-weh-deh.

Gladys decided to escape to the government orphanage at Sian, taking about 100 children. They walked for twelve days. Some nights they found shelter with friendly hosts, some nights they spent unprotected on the mountains. On the twelfth day, they arrived at the Yellow River, with no way to cross it. All boat traffic had stopped, and civilian boats had been seized to keep them out of the hands of the Japanese. The children wanted to know, "Why don't we cross?" She said, "There are no boats." They said, "God can do anything. Ask Him to get us across." They all knelt and prayed. Then they sang. A Chinese officer with a patrol heard the singing and rode up. He heard their story and said, "I think I can get you a boat." They crossed, and after a few more difficulties Ai-weh-deh delivered her charges into competent hands at Sian, and then promptly collapsed with typhus fever and sank into delirium for several days.

As Gladys' health improved, she started a church and worked in a settlement for lepers near the borders of Tibet. However in 1947 she returned to England for a badly needed operation. She remained in England, preaching there. In 1957, Alan Burgess wrote a book about her, *The Small Woman*. It was made into a film called [*The Inn of the Sixth Happiness*](#), starring Ingrid Bergman. Gladys Aylward died on 3rd January 1970.



CHRISTIANITY KS 2 Unit 11: Faith in Action

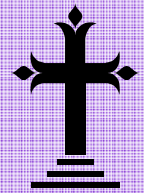
Unit 11 Session 2 – 5 Information Sheet 4

St Francis of Assisi (1181-1226)

*“Lord, make me an instrument of your peace.
Where there is hatred, let me bring your love
Where there is injury, pardon
Where there is doubt, faith
Where there is despair, hope
Where there is darkness, light
And where there is sadness, your joy.*

*Master, grant that I may never seek so much to
Be consoled, as to console, to be understood, as to understand
To be loved as to love with all my being.*

*For it is in giving selflessly that we receive,
And it is in dying
That we are born to eternal life.”*



Unit 11 Session 2 – 5 Information Sheet 5

Martin Luther King Quotations

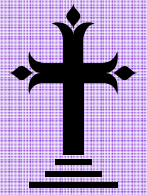
“We must remember that it is possible to affirm the existence of God with your lips and deny his existence with your life”

“This is what God needs today: Men and women who will ask ‘What will happen to humanity if I don’t help?’”

“When you discover what you will be in your life, set out to do it as if God Almighty called you at this particular moment in history to do it. Don’t just set out to do a good job”

“Now I can hear somebody saying, “Lord, I did a lot of things in life. I did my job well; the world honoured me for doing my job. I did a lot of things, Lord; I went to school and studied hard. I accumulated a lot of money, Lord; that’s what I did.” It seems as if I can hear the Lord of Life saying, “But I was hungry, and ye fed me not. I was sick, and ye visited me not. I was naked, and ye clothed me not. I was in prison, and you weren’t concerned about me. So get out of my face. What did you do for others?” This is the breadth of life.”

“If it falls your lot to be a street sweeper, sweep streets like Michelangelo painted pictures, sweep streets like Beethoven composed music, sweep streets like Leontyne Price sings before the Metropolitan Opera. Sweep streets like Shakespeare wrote poetry. Sweep streets so well that all the hosts of heaven and earth will have to pause and say: Here lived a great street sweeper who swept his job well. If you can’t be a pine at the top of the hill, be a shrub in the valley. Be the best little shrub on the side of the hill.”



Unit 11 Session 2 – 5 Information Sheet 6

Martin Luther King - “I have a dream”

“Now is the time to make real the promise of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality to all of God's children.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of its coloured citizens. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

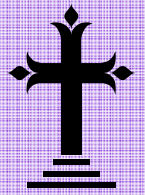
There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds.

Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.



CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for white only."

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

I am not unmindful that some of you have come here out of your trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecutions and staggered by the winds of police brutality.

You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our modern cities, knowing that somehow this situation can and will be changed.

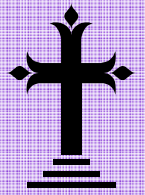
Let us not wallow in the valley of despair. I say to you today, my friends, that even though we face the difficulties of today and tomorrow. I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

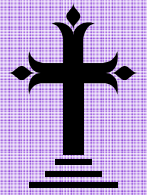
I have a dream that one day every valley shall be exalted and every hill and every mountain shall be made low, the rough places will be made plains and the crooked places will be made straight and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope.

With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to climb up for freedom together, knowing that we will be free one day.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

This will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!"

And if America is to be a great nation, this must become true. So let freedom ring from the hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

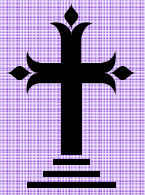
Let freedom ring from the curvaceous slopes of California.

But not only that, let freedom, ring from Stone Mountain of Georgia.

Let freedom ring from every hill and molehill of Mississippi and every mountainside.

And when this happens, when we let freedom ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old spiritual, "Free at last, free at last. Thank God Almighty, we are free at last."

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 7

Mother Teresa Quotations

Simple acts of love and prayer keep the light of Christ burning.

Holiness is not the luxury of a few. It is everyone's duty: yours and mine.

Holiness does not consist in doing extraordinary things. It consists in accepting, with a smile, what Jesus sends us. It consists in accepting and following the will of God.

Prayer is not asking. Prayer is putting oneself in the hands of God, at his disposition, and listening to his voice in the depths of our hearts.

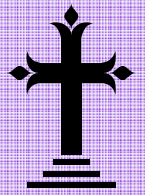
I ask you one thing: do not tire of giving, but do not give your leftovers. Give until it hurts, until you feel the pain.

If we worry too much about ourselves, we won't have time for others.

Good works are links that form a chain of love.

Peace begins with a smile.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 8

Prayer of Mother Teresa

Dear Jesus,

Help me to spread Thy Fragrance everywhere I go.

Flood my soul with Thy spirit and love.

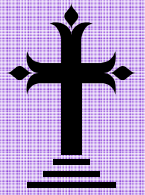
Penetrate and possess my whole being so utterly that all my life may only be a radiance of Thine.

Shine through me and be so in me that every soul I come in contact with may feel Thy presence in my soul.

Let them look up and see no longer me but only Jesus.

Stay with me and then I shall begin to shine as you shine, so to shine as to be a light to others.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 9 – Thomas Barnardo

Dr. Thomas Barnardo

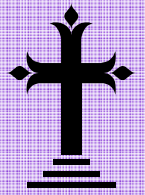
Thomas Barnardo, the son of a furrier, was born in Dublin on the 4th July 1845. He worked as a clerk until he converted to evangelical Christianity in 1862. He then spent some time preaching in the Dublin slums, before moving to London to study medicine. At this stage he planned to become a medical missionary with the China Inland Mission.

While he was studying at the London Hospital, Thomas Barnardo opened his own Ragged School in Stepney where poor children could get a basic education. He also established Band of Hope meetings for the children. The Band of Hope was a temperance organisation for working-class children. It was founded in Leeds in 1847. All members took a pledge of total abstinence and were taught the "evils of drink". Members were enrolled from the age of six and met once a week to listen to lectures and participate in activities

One evening a boy at the Mission, Jim Jarvis, took Thomas Barnardo around the East End showing him children sleeping on roofs and in gutters. The encounter so affected him he decided to devote himself to helping destitute children. He was a great public speaker and made a speech about the problem at a Missionary Conference in 1867. Lord Shaftesbury was in the audience and he was so moved by what he heard that he offered Barnardo help to establish homes for these children. The banker, Robert Barclay also agreed to support the work and on 2nd March, 1868, Barnardo had raised enough money to open his first home for destitute children.



CHRISTIANITY KS 2 Unit 11: Faith in Action



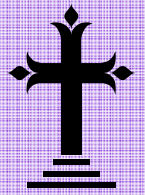
Unit 11 Session 2 – 5 Information Sheet 9 continued – Thomas Barnardo

Thomas Barnardo was also active in the Temperance Society and used to erect mission tents outside public houses. In 1872 he bought 'The Edinburgh Castle', a well-known Gin Palace in London, and converted it into the People's Mission Church and the country's first Coffee Palace.

In 1874 Dr. Barnardo opened a Photographic Department in his Stepney Boys' Home. Over the next thirty years every child who entered one of Barnardo's homes had their photograph taken. Children were photographed when they first arrived and again several months later after they had recovered from their experiences of living on the streets. These 'before' and 'after' cards were then sold in packs of twenty for 5 shillings or singly for 6 pence each. This enabled Barnardo to publicize and raise money for the work.

By 1878 Thomas had established fifty orphanages in London. These included his Village Home for Girls in Ilford, and the Girls' Village Home in Barkingside, a collection of cottages around a green, which housed 1,500 girls. By the time a child left Barnardo's they were able to make their own way in the world - the girls were equipped with domestic skills and the boys learnt a craft or trade. Barnardo also developed a scheme for sending children to Canada. Between 1882 and 1901 he sent 8,046 children.

By the time Thomas Barnardo died on 19th September, 1905, there were nearly 8,000 children in his residential homes, more than 4,000 were boarded out, and 18,000 had been sent to Canada and Australia.



Unit 11 Session 6 Activity Sheet 1

Letter template

Dear

I am writing to invite you to speak to my Year 6 class about ways in which Christians in the local community put Jesus' teaching into action in their lives.

I attach a list of Jesus' teachings which the class have studied and the Unit Planner. We have studied in depth the lives and work of the following Christians:

Mother Teresa
Gladys Aylward
St Francis
Gipsy Rodney Smith
Martin Luther King
D. Thomas Barnardo

Please could you talk for about 15 minutes and then be prepared to answer the class's questions. Examples of charity links, community work, voluntary activities, vocations etc. would be most helpful.

Yours sincerely

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HINDUISM Part 2



Beliefs	Worship & Teachings	Living as a Hindu
<ul style="list-style-type: none"> ➤ God is worshipped in different forms and /or is believed to be formless <ul style="list-style-type: none"> ▪ Some forms of God: e.g. Shiva, Durga, Hanuman, Lakshmi, Krishna & Radha, Ganesh, Murugan, Rama & Sita. ▪ Ways that respect is shown to God. ➤ Religious symbols <ul style="list-style-type: none"> ▪ Aum / Om. ➤ Beliefs about life, death and rebirth 	<ul style="list-style-type: none"> ➤ Worship is a daily ritual expressing devotion, gratitude and love. ➤ The Mandir / Kovil <ul style="list-style-type: none"> ▪ Preparations for worship. ▪ The shrine. ▪ The Arti Ceremony. ▪ Puja. ▪ Bhajan and Kirtan. ▪ The role of the divine images. ▪ The puja tray. ▪ Meditation. ➤ The importance of sacred places in India <ul style="list-style-type: none"> ▪ The Ganges ▪ Benares ▪ Ayodhya ▪ Mathura 	<ul style="list-style-type: none"> ➤ Belonging to the Community and how Hindus try to live a good life ➤ The Journey of Life <ul style="list-style-type: none"> ▪ Birth, marriage and death. ▪ Four ashramas.

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HINDUISM Part 2 Unit 3: The Hindu Temple



<p>What this unit contains</p>	<p>The mandir is a place where Hindus worship. Some Hindus call this a Kovil Festivals are celebrated there. Prayer and worship is often led by a priest. Preparations for worship. The shrine and murtis. Worship is a daily ritual expressing devotion, gratitude and love in the form of meditation, puja, arti. The puja/arti tray.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the third Hindu Unit. It focuses on the place in the community where Hindus worship together. It reinforces knowledge already introduced in earlier units about worship at home and in the mandir.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider similarities and differences between worship in Hinduism and other faiths that have been studied. ➤ Consider what might be meant by a sacred space. 		
<p>Vocabulary</p> <p>Mandir kovil temple priest bell</p> <p>arti puja shrine deity</p> <p>incense bhajan kirtan</p> <p>service meditate meditation</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Belonging to a faith community. ➤ Belief in God and worship of God are shared between members of the faith community. ➤ Times in life which are marked by shared celebrations. 		



HINDUISM Part 2 Unit 3: The Hindu Temple

Unit 3 Session 1 - 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>By the end of these sessions pupils should:</p> <ul style="list-style-type: none"> ➤ know about one local Hindu place of worship: <ul style="list-style-type: none"> ▪ what it looks like outside, ▪ what it looks like inside, ▪ how it got its name, ▪ who goes there; ➤ know about: <ul style="list-style-type: none"> ▪ The temple as the home of God ▪ The shrine as the centre of the temple and which houses the murtis <p>Continued on the next page</p>	<p>√</p> <p>√</p> <p>√</p>		<p>In session 1 pupils will clarify what they already know about Hindu temples. It also introduces key vocabulary prior to a visit to a temple in sessions 3 & 4.</p> <p>Show pupils the Aum symbol and images of deities that they already know about from previous work, e.g. Rama and Sita, Krishna and Radha, Hanuman, Shiva and Durga, Ganesh, Murugan and Lakshmi. Recall information about these deities.</p> <p>Show pupils a photograph of a number of mandirs / kovils including the one to be visited. What are these buildings? Where? Who goes there? When? What can you see? As answers are given clarify pupils' answers, give accurate vocabulary and record.</p> <p>Explain that there will be a visit during Session 3 and focus pupils onto the place to be visited.</p> <p>Show pictures of the inside of the place of worship and some appropriate Hindu artefacts. Watch a brief video of worship taking place inside a mandir. Ask if anyone knows what he or she is seeing. Recall information about worship from previous units.</p> <p>Decide what you would like to find about during the visit and brainstorm questions about the building, people who go there, times when people go there, people who work there etc. Develop a class questionnaire which will be used to support an interview at the mandir.</p>	<p>N.B. It is important that pupils do not think that all Hindu places of worship look the same. Before the lesson, consider where local Hindu pupils worship – this may influence your choice of venue.</p> <p>Resources Poster/pictures of local mandir and other temples in India and the UK. Hindu temple jigsaw Images of deities My Hindu faith Aum sign Places of Worship – Hindu Temple isbn: 0-431-05177-1 My Life, My Religion – Hindu Priest isbn: 0-431-05177-1 Video: Mandir Artefacts: puja tray, home shrine</p> <p>Continued on the next page</p>



HINDUISM Part 2 Unit 3: The Hindu Temple

Unit 3 Sessions 1 – 4 Continued

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<ul style="list-style-type: none"> ▪ worship is usually led by a priest, or a team of priests ▪ worship (puja) includes the Arti ceremony ▪ worship includes giving thanks to God, devotion and love ▪ the role of food and prasad in worship ▪ bhajan and kirtan are important elements of worship in the mandir ▪ festival events take place there ▪ symbols in the mandir 			<p style="text-align: center;">Suggested places to visit:</p> <p>HIGHGATEHILL MURUGAN TEMPLE 200A, Archway Road, London N6 5BA tel: 020 8348 9835 Fax: 020 8482 6508</p> <p>SHRI NATHJI SANATAN HINDU MANDIR 159/161 Whipps Cross Road London, E11 1NP tel: 020 8989 7539</p> <p>SWAMINARYAN HINDU MISSION (Neasden temple) 105-119 Brentfield Road, London, NW10 8JP tel: 020 8838 3600</p> <p>Bhaktivedanta Manor Dharam Marg, Hilfield Lane, Aldenham Near Watford, Herts WD25 8EZ tel: 01923 857 244</p>	<p>RE – Quest Website Faiths CD Rom or online (Espresso & LgFL) – Hindu Temple http://www.bbc.co.uk/london/yourlondon/unitedcolours/hinduism/contacts_links.shtml</p> <p>http://www.nchtuk.org/secondary.php?id=6</p> <p>http://www.nchtuk.org/</p>



HINDUISM Part 2 Unit 3: The Hindu Temple

Unit 3 Session 3 & 4 (taken together)

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Objectives as before plus pupils should:</p> <ul style="list-style-type: none"> ➤ reflect on the feelings that the temple invokes in them and about the importance of 'atmosphere'; ➤ consider the special atmospheres that help in moments of stillness, prayer and reflection; ➤ reflect on how worship in a temple 'appeals to the five senses' (what we see, hear, smell, feel and taste). 		<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>The visit.</p> <p>Recall agreed class behaviour rules and remind pupils of each group's responsibility. The group interviewing the priest/ guide can use the tape recorder.</p> <p>In the place of worship, sit and appreciate the atmosphere. Ask pupils for their response to the place and either tape or ask them to record on a short response sheet "In.....I feel."</p> <p>Let groups research answers to the questions and write down any more questions the visit generates. Photograph features and give each pupil time to do an observational drawing of something they particularly like. Record locations of different areas of the Mandir on their floor plan.</p> <p>During the visit encourage pupils to identify what they see, hear, smell, feel (through their bare feet?), taste (sample of prasad) and how they feel.</p> <p>Plenary: Discuss any unanswered or new questions and sit quietly again.</p> <p>Encourage pupils to quietly share what they feel makes the place special / what they particularly like.</p>	<p>Resources</p> <p>Tape recorder</p> <p>Camera</p> <p>Short Response sheet "In.....I feel"</p> <p>Floor plan of the mandir</p>



HINDUISM Part 2 Unit 3: The Hindu Temple

Unit 3 Sessions 5 & 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Objectives as before, plus pupils should::</p> <ul style="list-style-type: none"> ➤ express responses to the experience; ➤ record observations and feelings; 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Follow -up to the visit.</p> <p>Discuss the visit, allowing pupils to share their experiences and particularly note and address any further questions the visit has stimulated.</p> <p>Using outcomes from all the research, pictures etc. make a 'big book' class guide / information text of the mandir. Include evidence of pupils' personal responses to the visit.</p> <p>Give one group the responsibility for writing a class thank you letter or email and, if possible, inviting the guide or priest to school to see the book and talk to the children about their visit.</p> <p>Assessment Task Let each member of the class complete a sheet - 'what I now know about... 'to make their gains in learning explicit.</p>	<p>Assessment Levels</p> <p>Working at <i>Level 1 Attainment target 1</i> Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recognise symbols, and other verbal and visual forms of religious expression.</p> <p><i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p><i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p>	<p>Resources Materials for making the big book 'What I now know about....' Summary sheet</p>

HINDUISM Part 2 Unit 3: The Hindu Temple



Unit 3 Worksheet suggestions

Teachers can use this to devise a worksheet suitable for their visit.

A Visit to a Hindu Temple

Tick off whatever you see when you visit the temple. There are other tasks also on pages two and three. Please read them before you start to fill in this page

- Racks for placing shoes (sometimes staff manage these in larger temples)
- The fragrance of incense
- Main hall (temple room)
- Bell to ring upon entry into main hall to announce to the deity one's arrival
- Pictures/posters of saints, deities, stories, etc.
- Hindu symbols
- Musical instruments, including drums, cymbals, harmonium
- Sacred books for reading and giving lectures
- Main shrine (at the front or in the centre)
- Often many smaller shrines, usually to the sides
- Box for donations
- Murtis within the shrine areas
- Charanamrit (bowl near to altar containing holy water)
- Prasad (sanctified food)
- Priest or priests
- Kitchen and dining area
- Auditorium for music, drama, dance, etc,
- Shop selling religious artefacts, books, etc.
- The temple administrative office
- Worshippers
- Holy ash or clay

HINDUISM Part 2 Unit 3: The Hindu Temple



Unit 3 Worksheet 1

For three of the items noted during the visit write something that you notice. For example, if you see some priests you might note down how they are dressed. Are they men or women? Are they from India, or another country?

Item 1:.....
.....
.....
.....

Item 2:.....
.....
.....
.....

Item 3:.....
.....
.....
.....

HINDUISM Part 2 Unit 3: The Hindu Temple



Unit 3 Worksheet 2

Now write down how you feel being in the temple. What do you like and why?

What don't you like, and why?

What can you say about the mood and the atmosphere?

Does anything you see tell you something about Hindu beliefs? Write down:

- what you see
- what Hindu beliefs/concepts this is related to

Write down (below) any questions you have about the temple or about Hinduism (you might get a chance to ask someone).

Write down any answers you received.

What do you think of these answers?

What did you notice about the Hindu people who spoke to you?

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HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



<p>What this unit contains</p>	<p>The diversity represented in the school and what makes each person's unique identity. The journey of life in Hinduism – life, death & rebirth 4 ashramas- birth, wedding, retirement, seeking God. Funeral rites and the Ganges.</p>																										
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the last Unit of Hinduism in the Primary phase. It revisits Hindu beliefs about God and the soul from unit 2 and looks at how the journey of life in Hinduism is an expression of beliefs about life and death. It is suggested that, due to the complexity of concepts this unit be taught in Year 6.</p>																										
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider the relationship between 'God inside' and a conscience. ➤ Consider where souls might have been before birth. ➤ Reflect on the concept of the soul as a flame lighting one candle from another. ➤ Make a 'world family' collage or painting 																										
<p>Vocabulary</p> <table border="0" data-bbox="114 1007 1016 1240"> <tr> <td>Hinduism</td> <td>birth</td> <td>student</td> <td>ashrama</td> </tr> <tr> <td>Hindu</td> <td>soul</td> <td>wedding</td> <td>namaste</td> </tr> <tr> <td>Ganesh</td> <td>rebirth</td> <td>retire</td> <td>temple</td> </tr> <tr> <td>Ganges</td> <td>reincarnation</td> <td>retirement</td> <td>Mandir</td> </tr> <tr> <td>Atman</td> <td>celebration</td> <td>unique</td> <td>mandap</td> </tr> <tr> <td>Benares</td> <td>Prayag</td> <td>Ayodhya</td> <td>Mathura</td> </tr> </table>	Hinduism	birth	student	ashrama	Hindu	soul	wedding	namaste	Ganesh	rebirth	retire	temple	Ganges	reincarnation	retirement	Mandir	Atman	celebration	unique	mandap	Benares	Prayag	Ayodhya	Mathura	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Concept of life as a journey. ➤ Life, death and questions of meaning and purpose. ➤ The rich diversity of society locally, nationally and internationally. 		
Hinduism	birth	student	ashrama																								
Hindu	soul	wedding	namaste																								
Ganesh	rebirth	retire	temple																								
Ganges	reincarnation	retirement	Mandir																								
Atman	celebration	unique	mandap																								
Benares	Prayag	Ayodhya	Mathura																								



HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism

Unit 4 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that the school is rich with diversity, as is society and the world; ➤ consider what makes each person unique and that although we are all unique we share experiences, feelings etc; ➤ know that Hindus believe that everyone has a spark of God inside them; ➤ know that Hindus believe that God is the same for all of us even if we understand and worship God in different ways. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Make mind-maps of what makes pupils uniquely who they are. Include likes, dislikes, personalities, family allegiances and names. Introduce the concept of uniqueness and explain that even twins are each unique. Feed back ideas and answers to the class. Celebrate each person and the rich diversity contained within the class. Now discuss things that all people have in common despite their individuality; e.g., feelings such as joy, sadness, disappointment. Explain that Hindus believe in a world family, everyone individual and unique and created by God.</p> <p>Recall knowledge from previous unit about the 'namaste' greeting, the way that Hindus say hello. Explain the word namaste to the pupils: namas – “I offer my respects” or “I bow down” te – “to you” Explore how the symbol of hands together makes the speaker respectful. It focuses attention on the heart, where Hindus believe the soul (the real self) and also a spark of God within can be found there. Note that placing the hands together also makes it easy to bow the head slightly, so the nose almost touches the fingertips. Is it difficult to feel arrogant / proud in this position?</p> <p>Recall Hindu beliefs about a world family. Explain that Hindus recognise and appreciate everyone’s individuality, and believe every religion is worshipping the one true God, revealed differently to different peoples. Record individual responses to the idea of a world family.</p>	<p>Resources Mind map paper - What makes me, me?</p>



HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism

Unit 4 Session 2 & 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ Consider each pupil's life as a journey. ➤ Know that when a baby is born Hindus welcome this soul 'back' into the world ➤ Know that Ganesh is worshipped as the deity of beginnings 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Introduce the idea of how life can be seen as a journey.</p> <p>Explain that Hindus believe that the atman (spirit or soul) learns new lessons in each life and revisits earth for new learning many times. So when a baby is born Hindus welcome the soul back to the world.</p> <p>Ask pupils to consider the significant stages on their life journey. Can they suggest lessons they have learnt already in their lives?</p> <p>Complete a 10-circle 'journey of life' representation of their own life, marking significant milestones from birth to the present and on to a projected future to life's end.</p> <p>Examine pictures of Ganesh. What do pupils notice and how can they describe him? Find out about how he got his elephant head by reading a story. Look at images of Ganesh in a Temple (usually his shrine is near the entrance so he can be worshipped first, before the main deity of that temple). Ganesh is worshipped as the deity of beginnings and new ventures. What beginnings in life can pupils think of?</p> <p>Make cards welcoming a baby back to earth for a new life. Include Hindu symbols and an image of Ganesh.</p>	<p>Resources</p> <p>Images of Ganesh</p> <p>Story of Ganesh e.g. how he got his elephant head from Madhur Jaffrey's Seasons of Splendour</p> <p>Or from Ganesh the Elephant God from Hindu Stories by Anita Ganeri. isbn 0 237 52032 X</p> <p>Pictures of Ganesh in Temples.</p> <p>Aum symbol</p> <p>Materials to make cards.</p> <p>'Faiths CD Rom or online (LgFL/ Espresso) Film: God' and 'story of Ganesh'</p> <p>'The journey of my life' worksheet.</p>



HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism

Unit 4 Session 4 & 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know the Hindu stages of life - the ashramas; ➤ know that Hindus believe that during a wedding the souls of the bride and groom become linked; ➤ know that promises made during a wedding are about making a life commitment. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Revisit pupils' 'Journey of life' sheets. Explain that to Hindus there are 4 stages of life - child/student, being married, retirement and finally leaving home to look for God. Are any of these stages to be seen on pupils' ideas? What stages of life might be relevant to them?</p> <p>Research what happens in a Hindu wedding. Find out about preparations, invitations and who performs each role in the 'wedding'. Make invitations using Hindu symbols and Indian art conventions. Also make a special Toran (recall Unit 1) and a mandap (4-pillared canopy) to decorate the classroom.</p> <p>Explain that during the ceremony the souls of the bride and groom become linked and that during their 'married' state they keep their promises to support each other.</p> <p>Around images of Ganesh write one promise you believe a bride and groom should make and a wish for a happy marriage for the couple. Hang in the classroom to decorate.</p> <p>Pupils could act out a wedding in session 5 and share celebration foods together.</p>	<p>Resources</p> <p>Completed Journey of life sheets from earlier lesson</p> <p>Wedding Promises sheet*</p> <p>Information about Hindu weddings: 'Wedding Days' by Anita Ganeri isbn 0 237 51833 3</p> <p>'Ceremonies & Celebrations – Weddings'. Published by Hodder Wayland isbn 0-7502-2800-8</p> <p>'Weddings - a resource pack for school' by Lewisham Education Information sheet on Hindu weddings Heart of Hinduism Primary pack Teaching idea 8.3</p> <p>Artefacts</p> <p>Red and gold sari, costume jewellery, Groom's turban & head-dress, puja tray, murtis of Ganesh, kum kum powder, red scarf, dressing up clothes for the groom and guests Flower petals to throw on the groom and bride for good luck. Sweets / Bombay mix/ samosas / celebration food</p>



HINDUISM Part 2

Unit 4 Session 6

Unit 4: Personal identity and belonging in Hinduism

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider what it means to retire; ➤ know about the last ashrama and what happens when someone dies in Hinduism; ➤ know that 'looking for God' means developing a closer relationship with God; ➤ know that Hindus believe that pilgrimage, meditation and worship are ways to contact God who is in everyone's heart throughout life's journey. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Discuss what they know about retirement and what people do during that time. What does this mean to them?</p> <p>Explain that in the fourth ashrama Hindu people leave home to look for God. What do pupils think this means? Where do they think God might be found? - discuss in small groups and feed back to the class. Revisit the concept of God 'within'. Pupils could interview older people.</p> <p>Talk about how people may visit places of pilgrimage to get close to God - why do they do this? People also pray and meditate to try to find God. Explain that meditation can be a way that Hindus try to understand more about the soul and God inside of them. During this time people are trying to make sense of their 'journey of life'. Find out the importance of Benares, Ayodhya & Mathura.</p> <p>Consider different views about what happens when someone dies in faiths that pupils have studied. Discuss pupils' views about death and the afterlife.</p> <p>Continued on the next page.</p>	<p>Assessment Level <i>Level 2 Attainment target 1</i> Pupils use religious words and phrases to identify Hindu beliefs about life & death and its importance for some people. Pupils suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways. <i>Attainment target 2</i> Pupils recognise that some questions are difficult to answer. <i>Level 3 Attainment target 1</i> Pupils use a developing religious vocabulary to describe some key features of Hinduism. They begin to identify the impact religion has on believers' lives & describe some forms of religious expression.</p> <p>Continued on the next page.</p>	<p>Resources Video of the Ganges</p> <p>Bhagavad-Gita verses 2.12; 2.13; 2.22; 2.25. (2.22 likens the body to old clothes that are old and no longer useful.)</p> <p>'Ceremonies & Celebrations – Life's End'. Published by Hodder Wayland isbn 0-7398-3270-0.</p> <p>Websites http://www.templenet.com/Ganga/p rayag.html www.wikipedia.org/wiki/Ayodhya www.travelmasti.com/domestic/uttarpradesh/ayodhya.htm www.mathura-vrindavan.com www.4to40.com/discoverindia</p>

HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



Unit 4 Session 6 Continued

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
	√	√	<p>Explain that when someone dies in Hinduism his or her body is burnt. Watch a video of the Ganges and people throwing ashes into it. Explain that Hindus believe they are returning the dead person's body to the natural world and that the soul moves on either to join God or to take a new body. Explain that the Ganges is a very important river in Hinduism. Many Hindus believe that if they bathe in the Ganges their sins are forgiven. Find it on a map of India.</p> <p>Assessment Task Make a short 'Journey of Hindu life' chart showing the ashramas and indicating what pupils have understood about life and death in Hinduism.</p>	<p><i>Level 3 Attainment target 2</i> Pupils ask important questions about religion and beliefs.</p> <p><i>Level 4 Attainment target 1</i> Pupils use a developing religious vocabulary to describe & show understanding of practices, beliefs, ideas, feelings & experiences. They describe the impact of religion on people's lives & suggest meanings for a range of forms of religious expression.</p> <p><i>Attainment target 2</i> Pupils raise & suggest answers to questions of identity, belonging, meaning, purpose, values & commitments. They apply their ideas to their own and other people's lives.</p>	

HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



Unit 4 Sessions 2 & 3 Activity Sheet 2

Ganesh



HINDUISM Part 2 Unit 4: Personal identity and belonging in Hinduism



Unit 4 Sessions 4 & 5 Information Sheet 1

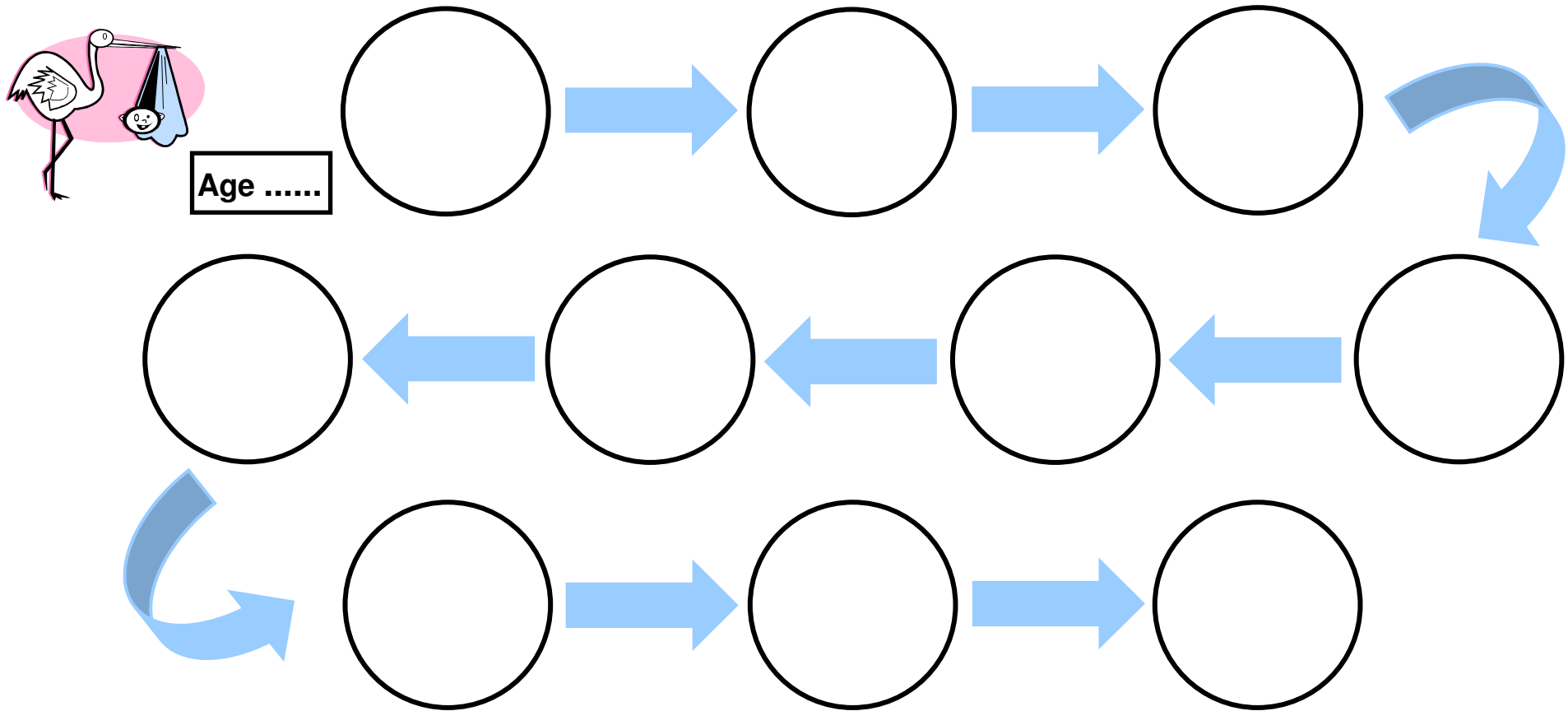
A Mandap





Unit 4 Session 2 Activity Sheet 2

The Journey of My Life



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