

Key Stage 2 : Year 5

New Testament: Parable of the Sower

Matthew 13: 1-19, Mark 4: 1-9, Luke 8: 4-8

Jesus used apparently simple stories to teach profound truths to those who listened. This parable likens the message of the Kingdom of God to seeds which need certain conditions to flourish. It was after telling this story that Jesus explained to the disciples why he used parables (Matthew 13: 10-17).

This could lead to a discussion about the universal power of stories which speak to individuals at many levels.

Lesson 1

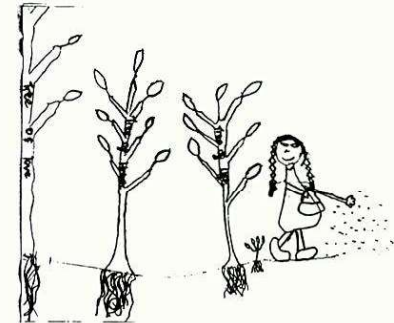
- * *Begin by showing pupils a selection of seeds and talking about what they need to grow.*

This is a story Jesus told one day. At first it seems to be a story about seeds.

It was a warm spring day, the sky was cloudless, the sun was shining and the soil was still damp from some showers of rain. A man carrying a large basket hurried out into the field. He started to dip his hand into the basket and, grasping a handful of seeds, he scattered them to the right and left in wide sweeping semi-circles. He continued to throw handfuls of seeds as he walked up and down the field.

As he scattered the seeds some fell on the pathway around the field and birds swooped quickly down and pecked it up. Some

fell on places in the field where it was rocky and there wasn't much soil. These seeds started to grow in the shallow soil but there wasn't enough moisture in the soil and the hot sun soon dried and the plants and burnt them up. Some seed fell among large thorns and these bushes choked and strangled the plants as they tried to grow bigger. But some seeds did fall in good soil. The plants grew tall and strong and produced corn seeds. Some produced a hundred seeds, some sixty seeds and some thirty. They made a very good crop and the farmer was full of joy.



For discussion:

What do you think Jesus might be saying in this story?

What could the seeds in the story be?

What are the different soils?

How are you like the ground where the seeds fell?

What are the seeds that grow in you?

How do you help other people to grow?

This story is called a parable. Parables appear to be simple stories on the surface but they are told to convey truth which would otherwise be difficult to understand. Jesus frequently made use of parables to show the people who listened to him what God might be like. In this parable, he is saying that God's word is rather like the seed and different people are like the different kinds of ground where it falls. They all respond in different ways to the same message.

Not all parables are as detailed as this one but all are about people's responses to ideas about God.

Activity Suggestions:

Teaching About:

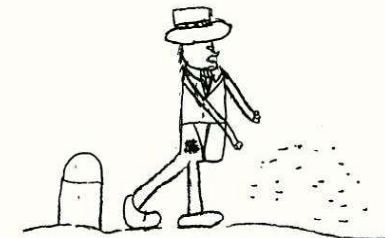
PARABLE OF THE SOWER

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DRAMATISE</p> <p>▷ mime or make up a dance to tell the story</p> <p>MAKE</p> <p>▷ a collage showing the different seeds and the different types of people they represent</p>	<p>WRITE</p> <p>▷ a parable of your own</p>	<p>FIND AND READ</p> <p>▷ other parables Jesus told</p>

Potential C.A.S.E. Developments

Knowledge: SACRED WRITINGS: THE BIBLE				
Concepts			Attitudes	
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY
Christians believe the word of God is: <ul style="list-style-type: none"> ▷ like seeds ▷ sometimes fruitful ▷ available to all 	There is profound truth in apparently simple stories	The story is a symbol	valuing: <ul style="list-style-type: none"> ▷ stories ▷ what others say 	Why is God's word important to some people? Why do people respond in different ways?
PARABLE OF THE SOWER				
Skills			Exploration of Human Experience	
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS
parable	with those who: <ul style="list-style-type: none"> ▷ hear ▷ cannot hear ▷ do not listen 	What kind of ground am I? What seeds grow in me? How am I like the sower?	of: <ul style="list-style-type: none"> ▷ listening ▷ learning ▷ sharing stories 	It is natural to: <ul style="list-style-type: none"> ▷ respond to words ▷ be changed by the words we hear



Key Stage 2 : Year 6

Old Testament: Noah

Genesis 6: 9-9: 17

The account of the Great Flood in the early part of the Old Testament is a combination of two stories, with some inconsistencies in the final text. It is a story of catastrophe which brings destruction. Humanity is seen to be sinful and, in the story, is given an initially fresh start through the faithfulness of Noah. The story projects images of God that are both vengeful and judgemental but become full of goodness and promise. Retribution comes to the wicked but, through the cleansing of the flood, humanity is established in a new relationship with the divine. The Old Testament writer is grappling with the idea of God destroying a covenant people and then making a new covenant.

The story is generally recognised as a myth created to explain phenomena that defy explanation. Similar flood myths appear in a number of other cultural and religious contexts. To some believers, however, the story is literally true. It is worth exploring with pupils not whether these events really happened, but whether they still happen; how far is the behaviour of the characters in the story a universal reflection of human nature? Where is the truth in the story? And where does hope come from in desperate situations?

Lesson 1

- * *Begin by inviting pupils to close their eyes and be very quiet.*

Just imagine a world that is nothing but water. As you look around you, all you can see is water. There is water in front of you, behind you and at each side. The land has disappeared in a huge flood and there are no houses or trees or animals or people. There is nothing but water.

What would you think had happened?

How would you feel?

What do you think you would do?

This is a story people told thousands of years ago to make sense of an experience like that which they couldn't explain.

One day Noah looked out and all he could see was water and he felt very sad that the flood had happened. At first he had wondered if it would really happen, but...

Let's start at the beginning of the story, which was, of course, a long time ago. Noah was married and lived with his wife, his three sons and their wives. Noah was a good and peace-loving man and tried to do what he thought God wanted him to do. God was indeed pleased with Noah, but very disappointed with other people when he saw how greedy they were. They thought evil thoughts, bullied each other and were violent. God was so dismayed at how badly human beings behaved that he longed for the earth to be a peaceful place again. He decided to wash away all traces of the squabbling, selfish, aggressive people of his creation. They all had to go, at least all except Noah.

God didn't want Noah and his family to suffer at all. In fact, he wanted to give them a chance to show their obedience and trust. He gave Noah the task of building a boat 133m long, which is about as long as ten buses standing end to end and 22m wide, about as wide as two buses, and 13m high, taller than most two storey houses. It was to have three decks, a roof and a door in the side. There were to be many rooms and, of course, it had to be water-proofed with tar inside and out. The boat had to be able to carry the Noah family and pairs of all the animals and birds.

Noah was told to take all kinds of food for the animals and for his family. He got going, wondering all the time what would happen. Faithfully he and his sons heaved and hammered until the boat was complete. Then when it was stocked with food, Noah was instructed to get the animals aboard before the rain started.

Everyone laughed as they watched Noah at work on his project. They thought he was mad but they soon changed their attitudes.

After seven days had passed the sky filled with black clouds and the rain started. Several days later the boat, which had been built on land a long way from the sea, began to float. As the boat floated along only the tops of mountains showed above the water. Some days after this, even the tallest mountain disappeared under the rising water and still it went on raining and still the sky was grey with heavy, water-filled clouds. For forty days and nights it rained until it seemed it would never stop.

All around Noah saw houses disappear under the water and watched as people and animals were lost in the deluge. Noah knew he was watching God's retribution. He wondered where it would all end.

For discussion:

Why did such terrible things happen in the story?

How do we feel when disasters like this happen?

How would you have felt if you had been with Noah?

What does 'retribution' mean?

When has something happened to you that you couldn't understand?

Lesson 2

It was a great disaster and Noah watched it happen. When the rain did stop, the ark floated on for 150 days. It seemed as though the water would never go down. One day a wind rose up and in the next few days the water level started to go down. Next the tops of the highest mountains showed above the water and the boat came to rest near the top of one of these mountains.

A few weeks later Noah released a raven to see what the bird would do. It circled but didn't come back. Next Noah let a dove go free but the dove returned. Seven days later he let the dove go again. The dove flew off and returned with a fresh olive leaf in its beak. Noah knew the water was going down fast. The next time he released the dove it didn't return.

Noah allowed another two months for the soil to dry out before he released all the animals. Then he build an altar to God and with his family he made a sacrifice to thank God for keeping them safe and delivering them from the flood.

God was pleased with Noah and the sacrifice. God decided he would never again destroy all the people of the world with a flood. He decided that there would be a time for planting and harvesting; there would be cold and heat, summer and winter and day and night. God made a promise, a covenant, with Noah and all his descendants.

To seal his promise, God shot his bow in the sky, the rainbow, to be a sign that whatever may happen in the future, never again would a flood destroy the earth.

For discussion:

Natural disasters like floods and earthquakes do still happen and people die. What do you feel about why this might be so?

Why do you make promises?

Can you remember a promise you've kept?

How does it feel to keep promises?

If you made something and then found it broken or spoilt, what would you feel?

What would you do about how you felt?

Noah was trusted; who trusts you?

Whom do you trust?

When is it hard to be obedient?

When you see a rainbow now, what will it bring into your mind?



Activity Suggestions:

Teaching About:

NOAH

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LISTEN</p> <p>▷ to to some music inspired by the story of Noah</p> <p>MAKE</p> <p>▷ a frieze of the story</p>	<p>WRITE</p> <p>▷ an acrostic using the word PROMISES</p> <p>MAKE</p> <p>▷ a class rainbow and gather together promises you have made</p>	<p>COLLECT</p> <p>▷ newspaper accounts of suffering in the world and plot them on a world map</p> <p>IMAGINE</p> <p>▷ that you were involved in one of the stories in some way and write about your experience</p>

Potential C.A.S.E. Developments

Knowledge: SACRED WRITINGS: THE BIBLE					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	MORALITY	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
God: ▷ communicates with people ▷ punishes ▷ promises	There is more to life than we can possibly understand	In the story, the wicked were punished	valuing: ▷ faith ▷ obedience ▷ hope ▷ promises	Why do natural disasters happen? Why do people suffer?	I can ▷ trust ▷ be obedient ▷ be hopeful
NOAH					
Skills			Exploration of Human Experience		
LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
retribution covenant faithfully	with those who: ▷ suffer in disasters ▷ do not understand what is happening to them	When am I obedient? When do I question? What I am told to do? What do I think about the story?	of: ▷ faithfulness ▷ being safe ▷ being promised something	curiosity amazement embarrassment anxiety joy	

Resources:

Flanders & Horovitz (1970) *Captain Noah and his Floating Zoo*
 Novello, 1988.

Key Stage 2 : Year 6

Old Testament: Isaiah's Call

Isaiah 6: 1-8

Isaiah was one of the greatest prophets of Israel who lived in the city of Jerusalem in the eighth century BC/BCE. Although the Book of Isaiah is named after him, the writing spans three different periods in the history of the people of Israel and is, therefore, attributed to more than one source.

The call of the prophet occurs in the first period of the book when the people were feeling secure in Jerusalem despite threats from foreign powers around them because they were confident of God's protection. Isaiah, however, recognises their wickedness and warns the city of its fall to come. He denies the validity of their outwardly dedicated sacrificial worship and concludes this part of the prophecy with the message of good news concerning the Messiah to come.

The story of the call of Isaiah is a story of transformation, an encounter with the holiness of God and a commissioning for the prophet.

Lesson 1

This is the story of one of the greatest prophets in the Old Testament. A prophet is someone who is chosen by God to tell people about God.

Isaiah lived in the city of Jerusalem, getting on for three thousand years ago. He was worried because he could see disaster coming for the people of the city. All around it the land was being taken by enemies and although the people who lived there, the tribes of Judah, called the Israelites, were confident of God's protection, Isaiah knew otherwise. He warned the king and he warned the people.

"God hates your wickedness," he told them, "and offering animal sacrifices doesn't make a scrap of difference. You have forgotten how to worship God and all you are doing is an outward show. Inside you are arrogant and proud and Jerusalem is doomed."

Isaiah could see God's judgement coming. He knew the threat would come from the foreign powers around Jerusalem. The city would be destroyed unless the people repented and obeyed God. He was a prophet and, like many of the prophets, his message was not a popular one.

But Isaiah was convinced. He had experienced something that would be imprinted in his mind forever. He had always felt close to God, but one day when he was in the temple he had a vision. He saw the throne of heaven surrounded by flaming creatures each with six wings. He saw God, high and full of holiness and God's robe filled the temple. The creatures flying around God's throne covered their faces and bodies with their wings and, as they flew, they sang praises to God.

"Holy, holy, holy!
Is the Lord of Hosts
The whole earth is full of his glory."

Isaiah felt the foundations of the temple shake and he was terrified.

"There is no hope for me," he cried. "I speak sinful words and I live among people who speak sinful words. Yet..." and he gasped, "I have seen the holiness of God." Then one of the creatures flew down with a red hot coal taken from the burning altar and touched Isaiah's lips with it. Isaiah felt his guilt burning away as he heard words of forgiveness ringing inside his head.

"Whom shall I send?" another voice called. "Who will be the messenger?"

Isaiah knew it was the voice of God and he answered, "I will go! Send me!"

So when Isaiah prophesied that Jerusalem would be destroyed, he knew that there was a time of great darkness and fear ahead of the people. But he assured them that one day a great light would shine for them and a time of peace would come.

For discussion:

Why do you think the prophets' messages were not popular?

What does the word 'holy' mean?

What else might you describe as holy?

I wonder what a vision is.

What is your reaction to the description of Isaiah's vision?

What have you ever volunteered to do, knowing that it would be difficult?

What do you think the light that Isaiah promised might be?

Lesson 2

God told the prophet Isaiah that Jerusalem would be destroyed and it was. The Emperor of Assyria captured it and, two hundred years later, after the people had returned to their city, it was invaded again and burnt to the ground by the King of Babylonia. The people of all the tribes of Israel suffered painfully as their precious, holy city was destroyed and the temple ruined. They found themselves in a foreign land, hundreds of miles away from home and it seemed like the end of the people themselves and of their great nation.

They grieved, as many people do today, for their homeland. Their grief and despair was expressed for them all in a collection of poems called Lamentations. The chapters are all acrostics based on the 22 letters of the Hebrew alphabet, one verse for each letter, showing that the pain of the people is expressed in all of their language and is reflected in all of their experience.

The message of hope which comes through the darkness is a return to faith in God for the people and a plea that God will listen to their lamentations.

Activity Suggestions:

For discussion:

What does the word 'lamentation' mean?

Where are people grieving today for their lost homelands?

What have you ever lost and grieved for?

Teaching About:

ISAIAH'S CALL

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>FIND</p> <ul style="list-style-type: none"> ▷ newspaper accounts of national disasters and the grief that follows 	<p>DRAW</p> <ul style="list-style-type: none"> ▷ what you think Isaiah saw <p>WRITE</p> <ul style="list-style-type: none"> ▷ an acrostic using the word LAMENTATIONS 	<p>FIND</p> <ul style="list-style-type: none"> ▷ the word holy in other contexts ▷ the Book of Lamentations and talk about the images used to describe Jerusalem ▷ other poems of lamentation

Potential C.A.S.E. Developments

Knowledge: SACRED WRITINGS: THE BIBLE						
Concepts				Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	MORALITY	FORGIVENESS	INTEGRITY	ENQUIRY	SENSITIVITY
For Isaiah, God: <ul style="list-style-type: none"> ▷ is holy ▷ is all powerful ▷ punishes wrong-doers ▷ speaks through visions ▷ calls 	Religion: <ul style="list-style-type: none"> ▷ is more than an outward show ▷ can change people 	It is right to: <ul style="list-style-type: none"> ▷ obey ▷ be sorry 	Forgiveness can be: <ul style="list-style-type: none"> ▷ given by God ▷ dramatic 	valuing: <ul style="list-style-type: none"> ▷ the possibility of change ▷ home ▷ the inexplicable 	What are visions? What is holy?	I have learned that: <ul style="list-style-type: none"> ▷ the experience of some religious people is inexplicable
ISAIAH'S CALL						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS	
prophet sacrifices judgement vision holiness holy lamentation	with those who: <ul style="list-style-type: none"> ▷ do wrong ▷ have a difficult task ▷ are homeless ▷ are lost ▷ are called to do something difficult 	When have I been told something I didn't want to hear? What have I ever had to do that, was really difficult? What have I ever lost?	of: <ul style="list-style-type: none"> ▷ forgiveness ▷ being called to do something important 		fear surprise despair	

Key Stage 2 : Year 6

Ezekiel

Ezekiel, whose book follows the Book of Lamentations in the Old Testament, was the prophet who brought hope to the people in exile and prophesied a return to faith and favour with God. Ezekiel lived through the final siege of Jerusalem and its fall to King Nebuchadnezzar of Babylonia. He was exiled and for more than twenty years prophesied and ministered to the people. His great vision of renewal and healing balances the earlier messages of doom and judgement. The story speaks of hope and reconciliation and gives pupils an opportunity to think about their visions for the future.

Lesson 1

The people of Judah, two of the tribes of Israel, found themselves a long way from home after their city had been destroyed by the Babylonians. They had been warned that disaster was not far away by a succession of prophets who recognised how far the people had moved from God. Now Jerusalem was in ruins and it was too late. But being such a long way from home and especially from the Temple, which was no more, seemed to make their religion much more important to them. It helped them to remember who they were and it held them together.

While they were in exile in Babylon, these refugees, the people of Judah, who had been brought from their city by force were given a new name. They were called the Jews and the religion they practised was Judaism.

But it was painfully hard without the Temple because it had been the centre of their faith. They needed someone very strong to keep them faithful because their religion was all they had left. God chose a new prophet, Ezekiel, to encourage the Jews.

Ezekiel had to convince them that God was still with them, even in exile, that God was everywhere, not just in the Temple, and that there was hope for them. It was hard work keeping the people faithful, but Ezekiel knew he must do so if they were to be saved.

For discussion:

Why do you think the Temple was so important to the people?

What would it be like to be forced to live in a foreign country?

When have you ever had to speak up for a belief or a point of view against someone who thought otherwise?

What aspects of people are you able to use to identify them?

What are the possible dangers in identifying people in this way?

One day, Ezekiel had a vision which convinced him that there was new life ahead for the Jews. He had a strong sense of the presence of God with him as, in his vision, he found himself in a valley full of dry bones. There were bits of skeletons all round him and for as far as he could see. God told him to prophesy to the bones, to tell them to come to life and they did. Ezekiel heard a great rattling as the bones joined up to each other and then he watched as bodies filled out around them.

“Tell the wind to come and breathe life into these bodies,” God told Ezekiel. “Tell the wind that the Sovereign Lord commands it.”

Ezekiel did as God told him and as he watched, the bodies began to move and stand up, a whole army of them.

Ezekiel realised that this was what God planned for the Jews. It was new life, with the wind, God’s spirit, within them. And something else was going to happen. God told Ezekiel to pick up two sticks, one representing the kingdom of Judah and the other, the kingdom of Israel, one people divided long ago.

God instructed Ezekiel to hold the sticks end to end in one hand so that they looked like one stick, as a sign that the people would once more be reunited as one nation.

So it was that, after 59 years in exile, the Jews were allowed to go back to Jerusalem and they knew their first and most important task was to rebuild the Temple. But now they had a new understanding of where God was in their lives.

For discussion:

What would need to happen for the people of Judah and Israel to be reconciled fully as one nation?

What do you do when you've had an argument?

What would your first task be if you were returning to your homeland after a long exile?

The Jews held on to their religion as a mark of their identity. What would you hold on to in that situation?

What is your vision for the future?

Return From Exile

I'm returning from exile,
A different country,
I am very anxious,
I hope they still speak my language.

I'm travelling through different countries,
To try and get back home,
I am very very curious,
I am also very nervous,

I feel quite angry,
That I couldn't have gone earlier,
I feel very delighted,
But slightly uneasy.

Now I've returned from exile,
I feel very relieved,
I am also quite amazed,
That they let me come back.

Exile

I was fascinated,
Disorientated,
Isolated,
Grateful,
Joyful,
Thankful I was back!

Amazed,
Surprised,
Curious,
Exhausted,
Relieved I was home.



Activity Suggestions:

Teaching About:

EZEKIEL

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LISTEN</p> <ul style="list-style-type: none"> ▷ to the song about Ezekiel and the dry bones <p>CREATE</p> <ul style="list-style-type: none"> ▷ a dance which tells of Ezekiel's vision 	<p>IMAGINE</p> <ul style="list-style-type: none"> ▷ you were returning home after a long exile and write a poem or prose description of your feelings 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ about the Jews and the ways in which religion influences their lives today ▷ about another Old Testament prophet and his message, eg Hosea, Jeremiah, Jonah

<p>I was feeling happy, So so happy, I was excited I was finally going home, After being exiled from my country for 59 years, I kept on remembering memories of my old friends, I could not wait to see my good friends again.</p>	<p>I am feeling happy, And angry with the people, I felt weary, It was weird being back in my country, I felt tired after a long journey, I was curious why we were allowed back, I was feeling sad leaving my friends in the other country.</p>
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Potential C.A.S.E. Developments

Knowledge: SACRED WRITINGS: THE BIBLE					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
God: ▷ spoke to people through the prophets ▷ heals conflicts ▷ is everywhere	Religion: ▷ is the focus of some people's lives ▷ gives a sense of identity for some people ▷ is all some people have left	Bones coming to life Two sticks becoming one	valuing: ▷ reconciliation ▷ hope for the future ▷ identity	Why is religion so important to some people? How are people identified? What is a vision?	I have learned: ▷ about the importance of religion to Jewish people ▷ a little of what it might be like to lose one's home
EZEKIEL					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
exile prophet vision Sovereign Lord spirit	with those who: ▷ are in exile ▷ are in need of reconciliation ▷ have a vision for the future	When do I need to be reconciled with someone? What messages do I refuse to accept? What is my vision for the future?	of: ▷ hope ▷ corporate identity ▷ visions of the future	despair disbelief fear sense of loss joy	

Key Stage 2 : Year 6

Raising of Lazarus: John 11: 1-44

From the opening, St John's Gospel appears to differ from the other three gospels. John recounts incidents that are not to be found in the other gospels and the raising of Lazarus is one such example. The contents of this gospel go beyond the recounting of events, and are recognised as having important symbolic meaning.

The miracle of the raising of Lazarus is the last of seven miracles and can be seen at the heart of Jesus' ministry on earth.

"I am the Resurrection and the Life," Jesus says to Martha. This is what all the other miracles have been leading towards.

1. First miracle: Wedding at Cana showing Jesus bringing in the new order. 2: 1-12
2. Healing of the son of a government official who was sick with fever. 4: 46-54
3. Healing of the paralysed man. 5: 1-18
4. Feeding of the multitude, 6: 1-15, "I am the Bread of Life" 6: 35.
5. Walking on the sea 6: 16-21.
6. Giving sight to the blind 9: 1-13, "I am the Light of the World" 9: 6.
7. Raising of Lazarus, "I am the Resurrection and the Life". 11: 1-44.

The important point about miracles is that, by their very nature, they cannot be understood; they can only be approached by faith or, in the case of pupils, through the imagination or the emotions.

Lesson 1

This is a story about Jesus that John tells in his gospel.

Mary was frantic with worry. Her brother Lazarus was dangerously ill and she and her sister Martha were afraid he would die. Mary thought straight away of her friend Jesus; she knew he would help. She sent him an urgent message.

"Lord," she said in her message, "come quickly to Bethany. Your dear friend Lazarus is very ill."

Jesus was preaching a long way away when he received Mary's message. He continued to preach for two more days before telling the disciples about Lazarus.

"Our friend, Lazarus, has fallen asleep," he told them, "but I will go and wake him up!"

The disciples did not understand.

“If he’s asleep Lord, why do you need to go?”

But Jesus meant that Lazarus had died. The disciples were shocked, but Jesus said, “I am glad, for your sake, that I was not there with Lazarus so that you will believe. Let us now go to him.”

Martha ran to meet Jesus when she heard he was coming.

“Why didn’t you come when we sent for you?” she demanded. “Lazarus would not have died.”

“Your brother will live again,” Jesus assured her. “I am the resurrection and the life. Whoever believes in me will live, even though he dies.”

Martha was comforted by Jesus’ words and went in to her sister who was sitting quietly in the house. She told Mary that Jesus was asking for her.

When Mary saw Jesus she fell at his feet, weeping.

“Lord, if only you had been here, my brother would not have died.”

Jesus was troubled and his heart was touched.

“Where have you buried him?” he asked them.

For discussion:

What do you think Jesus is going to do?

Martha ran quickly to meet Jesus. Why do you think Mary remained in the house?

What would you have done?

Why do you think Jesus did not return to Bethany immediately when he was called by his close friends Martha and Mary?

Why do you think Jesus was troubled when he got to Bethany?

When have you cried with someone else?

Lesson 2

Jesus was so upset that he wept.

“Look how much he loved him,” some people said, but others were indignant that Jesus had not come earlier and saved Lazarus from dying.

When they arrived at the tomb, Jesus ordered the stone to be removed.

“There’ll be a bad smell, Lord,” Martha said, “he’s been buried for four days.”

But Jesus insisted.

“Lazarus, come out,” Jesus called out in a loud voice. Everyone held their breath and in the silence there was a faint sound of movement. The dead man appeared as a gasp came from the crowd. He was still wearing burial clothes. His limbs were bound and his face was covered with a cloth.

“Untie him,” Jesus said, “and let him go free.”

So they untied Lazarus.

For discussion:

I wonder what Lazarus did when he was free?

How do you think Mary and Martha felt?

What do you think the people said to each other?

What do you think happens after death?

Activity Suggestions:

Teaching About:

RAISING OF LAZARUS

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DRAMATISE</p> <ul style="list-style-type: none"> ▷ the story <p>WATCH</p> <ul style="list-style-type: none"> ▷ the relevant part of the video ‘Jesus of Nazareth’ which shows this event 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ a newspaper account of the event for the front page ▷ a letter from Mary or Martha to a friend explaining what had happened 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ and read the seven miracles in John’s gospel and discuss why John included only these in his gospel

Potential C.A.S.E. Developments

Knowledge: SACRED WRITINGS: THE BIBLE					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY	ENQUIRY
Christians believe: ▷ Jesus has power over death ▷ faith in Jesus brings everlasting life	There is more to life than can be understood. Death is a mystery	Mary and Martha had faith in Jesus. Jesus raised Lazarus	are built on: ▷ trust ▷ certainty ▷ love ▷ comforting ▷ faith	valuing: ▷ friendship ▷ experiences that are amazing ▷ faith	How did Jesus do it? Did Jesus do it? What does death mean? Why do we die?
THE RAISING OF LAZARUS					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
tomb resurrection	with those who: ▷ mourn ▷ are astonished ▷ have faith ▷ have no faith	What is it like to grieve? What am I certain of? What will happen to me when I die?	of: ▷ compassion ▷ being surprised ▷ healing ▷ rejoicing	grief horror anger surprise	It is natural to: ▷ grieve for a loved one who has died ▷ die

Resources:

Jesus of Nazareth (PG) Franco Zefferelli
 RAI - ITC Entertainment Group Ltd 1977
 Polygram Video Ltd 1993, 086 788 3.

Key Stage 2 : Year 6

New Testament: The Parable of the Three Servants

Matthew 25: 14-30, Luke 19: 11-27

The Greek root of the word 'parable' means 'to throw alongside'. Jesus used this metaphoric and distinctive form of literature to 'throw alongside' apparently simple narratives in order to reveal profound truths. An encounter with parables helps pupils to understand something of the power of story.

Lesson 1

This is a parable Jesus told to show his disciples what the kingdom of Heaven might be like. It was this kingdom that Jesus came to preach to all who would listen. He used many ideas to convey a little of what it might be like. He spoke to people in ways they would understand. In this story, he tells of three servants each of whom was entrusted with some of his master's money.

"Once," Jesus said, "there was a man who had to go away on business. He called his three servants and gave them instructions on what they had to do while he was away. The business man had to make sure his money was safe so he entrusted it to these three servants, all of whom knew what he expected them to do with it during his absence.

He gave 5,000 silver coins to the man who showed the best financial ability; he gave 2,000 silver coins to another and to the third, who was much less able in money matters, he gave 1,000. The first man had been trusted with a large amount of money so he went immediately and invested it; he took his responsibility very seriously.

The second man did the same, but the third man, overcome by the responsibility he had been given, dug a hole and buried the money in the ground.

When their master returned, he demanded to have an account from each of these servants. The first man's investment had doubled.

"Well done," said the businessman. "You have been worthy of my trust. I will give you more responsibility. You shall share my wealth!"

The same thing happened with the second servant, but when the third servant presented the bag containing 1,000 silver coins and admitted what he had done with it, the businessman was angry.

"You stupid man!" he said. "Give me my money back. I'll give it to someone who knows what to do with it." And he snatched the bag of coins and gave it to the first servant. With that he threw the third man out of his house and slammed the door."

For discussion:

What would you have done if you were one of the servants?

Why do you think the businessman in the story was angry with the third servant?

Why was the businessman pleased with the first two servants?

This story is often called the 'Parable of the Talents'. Why do you think this is so?

*The servants were given money; what have you been given? (*It may be necessary to take children's responses beyond material things and to consider their gifts.)*

How do you make the best of what you've been given?

In telling this parable, what is Jesus saying the Kingdom of Heaven might be like?

Why do you think Jesus' stories were remembered by people who heard them?

Activity Suggestions:

Teaching About:

PARABLE OF THE THREE SERVANTS

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
DRAMATISE ▷ the story	WRITE ▷ your own 'modern day' version of the story to illustrate the same meaning and act it out. Record the 'performance' in some way ▷ about what happened from the perspective of one of the people in the story.	READ ▷ and discuss what Jesus has to say about the Kingdom of Heaven in other passages

Potential C.A.S.E. Developments

Knowledge: SACRED WRITINGS: THE BIBLE						
Concepts			Attitudes			
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES	SENSITIVITY
Christians believe God: ▷ gives ▷ expects good use to be made of what he gives	Everyone should be able to fulfil his or her potential Fulfilment comes in many ways	The story itself	valuing ▷ stories ▷ individual gifts ▷ opportunities to develop ourselves	Why are people different? What do stories mean?	I can: ▷ give myself to others ▷ use my talents	I have learned that: ▷ people have different gifts ▷ all should be valued
THE PARABLE OF THE THREE SERVANTS						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	USE OF LANGUAGE	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS	
parable Kingdom of Heaven	Exploring: ▷ parable ▷ metaphor	What have I been given? How do I make use of my gifts? What would I like to be able to do?	of ▷ responsibility ▷ personal fulfilment		uncertainty inadequacy shame satisfaction	

Key Stage 2 : Year 6

The Parable of the Tenants in the Vineyard

Matthew 21: 33-45, Mark 12: 1-12, Luke 20: 9-19

In this parable, Jesus draws on contemporary experience and familiar Jewish scripture to make a point to his enemies. He evokes images of the vineyard. The details of his description reflect Isaiah 5 v 1-2. There the vineyard represents the people of Israel; God is the owner of the vineyard and his servants, the prophets of the Old Testament, are constantly rejected by the people. The owner's son, killed by the tenants, is Jesus himself.

The message of the parable is not lost on the Pharisees and Chief Priest who longed to be rid of Jesus but dared not arrest him because of the crowds.

Lesson 1

This is a story Jesus told one day about himself. It's called a parable.

"Once there was a farmer who planted a vineyard. Planning a vineyard was hard work; he had to build a fence around it, dig a hole for the wine press and build a watch tower so that his crop could be guarded day and night.

The man had other businesses so he let the vineyard out to tenants and went away. When harvest time came, the master sent servants to collect his share of the harvest. The tenants laughed when they saw the servants.

"We're not giving any of our profits to you," they scoffed. They beat up the servants and went back to their grapes.

More servants came and the same thing happened. Then the master sent his son to find out what was going on. The tenants saw him coming. They gave him a hard time and eventually they killed him.

"Now," said Jesus, "when the master comes, what will he do to the tenants?"

It seemed easy to answer: everyone said that the tenants would be punished, of course.

But Jesus answered with a riddle.

"The stone that the builders rejected as worthless turned out to be the most important of all," he said.

And he went on:

“I’m telling you that the Kingdom of God will be taken from you and given to those who deserve it.”

The religious people who were listening to Jesus knew he was talking about them. They were angry and desperately wanted to get rid of him.

For discussion:

Which character in the story represents Jesus?

What is Jesus predicting will happen to him?

What did Jesus mean by the riddle?

Jesus said the Kingdom of God would be given to those who deserve it. What kind of person do you think he meant?

Whom do you know who is worthy of something good?

Activity Suggestions:

Teaching About:

THE PARABLE OF THE TENANTS IN THE VINEYARD

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
MAKE ▷ a collection of riddles	WRITE ▷ about your ideas of the Kingdom of God ▷ your own riddle	READ ▷ Matthew 23-28 and compare this with the story Jesus tells

Potential C.A.S.E. Developments

Knowledge: SACRED WRITING: THE BIBLE					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
Christians believe: ▷ Jesus is the son of God ▷ God sent Jesus into world to die ▷ Jesus saves	Religion: ▷ is conveyed through stories	The story is a symbol	valuing: ▷ fairness ▷ honesty ▷ sacrifice	Why are stories powerful? How did Jesus know he was to die?	I have learned: ▷ about the importance of stories in conveying meaning ▷ that some stories are sacred
THE PARABLE OF THE TENANTS IN THE VINEYARD					
Skills				Exploration of Human Experience	
USE OF LANGUAGE	USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS
parable Kingdom of God	exploring: ▷ parable ▷ metaphor ▷ riddles	with those who ▷ feel rejected ▷ feel threatened ▷ are worthy	When have I been rejected? Which stories are important to me?	of: ▷ listening to stories ▷ finding meaning in stories	I can be ▷ trusted ▷ honest ▷ worthy ▷ I can give of myself to others



Christian Teaching

AIMS:

- to raise pupils' awareness of some of the principal aspects of Christian teaching
- to increase pupils' understanding of what Christians believe
- to give pupils opportunities to reflect on and express their own beliefs
- to promote pupils' spiritual and moral development

What is Christian Teaching?

Christian teaching is based on the words and example of Jesus as expressed and described in the gospels. The Jesus event happened in a Jewish context so Christian teaching is also underpinned by the Old Testament. The Early Church, supported by the Apostles, sought to reflect the teaching of Jesus in their corporate lives just as believers did individually. They did this with the help and encouragement of St Paul in particular, who wrote regularly to the new Christians in the incipient churches. These epistles are contained in the New Testament. Through the ages the Church has drawn upon these writings and responded to them in a variety of ways, seeking to put into practice the example of Jesus. Christian belief, which is a reflection of the teaching of The Church, is summed up in the words of the Apostles' Creed.

Why teach about Christian Teaching?

It is important that all children, whatever their background, have the opportunity to learn about what Christians believe. For some it will be an affirmation of their family faith; for others it will be ground that is only explored in a school context. Neither the influence of faith on individuals' lives nor the influence of Christianity on the traditions and culture of the nation can be appreciated by pupils without some knowledge of the essence of Christian teaching.

More fundamentally, there is much in this material which speaks to children of issues in their own lives and relationships. In the context of Christian teaching, pupils have opportunities to consider the nature of belief and to reflect on their own beliefs, whatever they may be.



Key Stage 2 : Year 3

The Lord God made them all

This lesson uses a well-known hymn to raise issues about the integrity of creation in all its forms and everyone's responsibility to it.

Lesson

- * *Play a recording of the hymn 'All Things Bright and Beautiful' or just the tune, inviting pupils to identify it and sing the words. Focus pupils' attention on the words, especially the four lines of the chorus. Use activity sheet 1 to engage pupils with the ideas expressed in the hymn.*
- * *Focus on pupils' responses to the activity sheet. Initiate the idea that, for Christians and many other religious people, God is the creator of the world. Initiate discussion about what in the world is 'bright and beautiful' and what is not.*

For discussion:

Who created the things that are not 'bright and beautiful'?

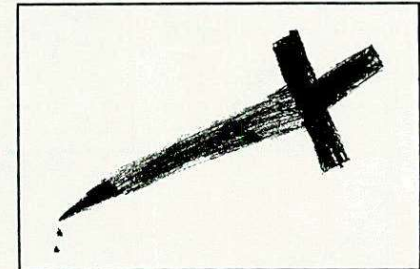
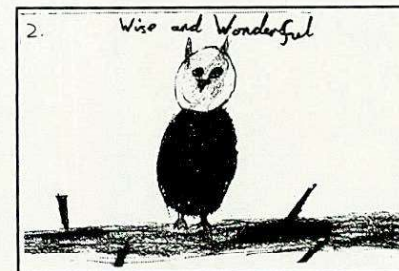
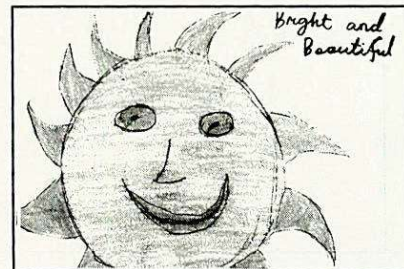
What are people doing to creation?

Who is responsible?

What can we do to conserve the world?

What do you believe about the creation of the world?

In what ways are you bright and beautiful?

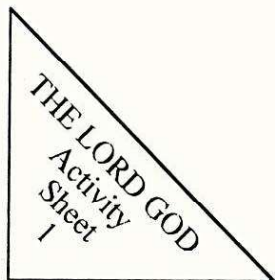
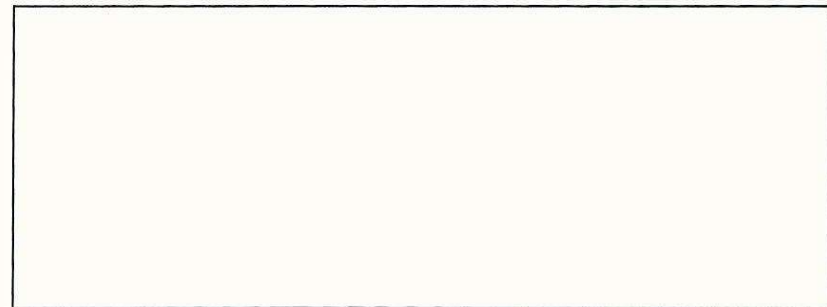
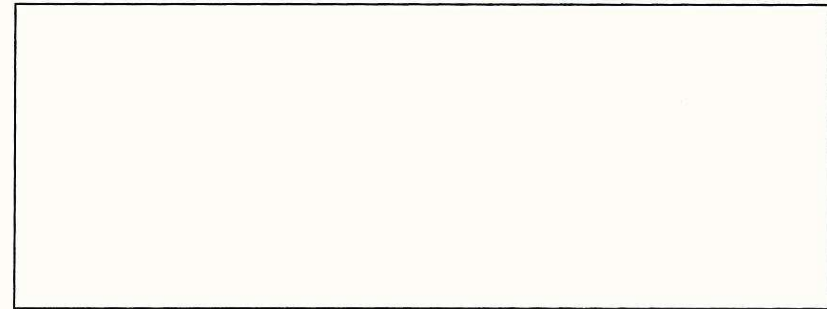
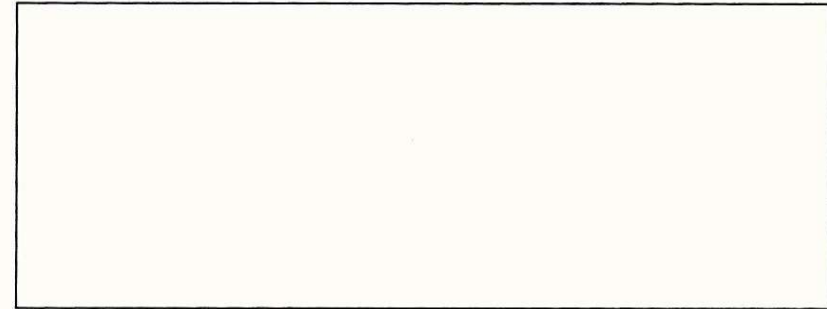


These four lines come from a well known hymn;

All things bright and beautiful
All creatures great and small
All things wise and wonderful
The Lord God made them all

Talk about what you think the person who wrote these words believed about God.

In the boxes draw something that is 'bright and beautiful', something that is 'wise and wonderful' and something which is neither bright and beautiful nor wise and wonderful.



Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	MORALITY	INTEGRITY	SOCIAL RESPONSIBILITIES	ECOLOGICAL RESPONSIBILITY
Christians believe God: ▷ is creator ▷ should be praised	Creation is a gift	It is right to care for creation	valuing: ▷ creation ▷ all that is beautiful ▷ all that is not beautiful	I can make the world a better place I can look after the world	Creation is: ▷ precious ▷ to be respected and preserved ▷ to be shared
THE LORD GOD MADE THEM ALL					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
creation conserve	How was the world made? What is happening to the world? Why is it not all bright and beautiful?	What do I do to harm the world? What do I do to try to beautify the world?	of: ▷ the natural world ▷ beauty ▷ singing	▷ wonder ▷ respect ▷ joy	It is natural: ▷ to take the world for granted ▷ to want to preserve the world

Resources:

Earth Matters & other material can be obtained from
Friends of the Earth
28 Underwood Street, London N1 7JQ
0171 490 1555

Key Stage 2 : Year 3

Treasure in Heaven

Matthew 12: 13-21 (The Parable of the Rich Fool)

In a world where the acquisition of material wealth is a motivation for many people, this fundamental aspect of Christian teaching presents a challenge. It also gives pupils an opportunity to extend their understanding of what it might mean to be 'rich'.

Lesson 1

One day Jesus told the story of a man who was very rich. He was a farmer and he was doing very well. Every year he grew more and more crops so that eventually he had to knock down his barns and build bigger ones to store all that he harvested.

He rubbed his hands together with glee as he watched his riches pile up. He was wealthy now and he could give up work and enjoy himself.

God had other ideas.

"You fool!" God said to him "This is the time for you to give up your life so what good are your riches now? You've kept them to yourself all these years and now who will have them?"

And Jesus went on to say, "This is how it is with people who pile up riches for themselves but are not rich in God's sight."

For discussion:

What do you think of the rich man's behaviour?

In the story, God calls him 'a rich fool'. Why was he foolish?

What should he have done instead?

What would you have done?

In what ways are you rich?

What might it mean to be 'rich in God's sight'?

Where in the world do you see people sharing their riches?

If you were rich how could you share your wealth?

Jesus said a lot about riches. In some translations of the Bible it is called treasure. In Matthew's book, Jesus says:

"Do not store up for yourselves treasure on earth, where it grows rusty and moth-eaten, and thieves break in to steal it. Store up treasure in heaven, where there are no moths and no rust to spoil it, no thieves to break in and steal. For where your treasure is, there will your heart be also."

For discussion:

What is Jesus telling the people who are listening to him?

What is 'treasure'?

What is the treasure in your life?

Where is your heart?

Activity Suggestions:

Teaching About:

TREASURE IN HEAVEN

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>FIND</p> <p>▷ a way to express Jesus' teaching about treasure in dance or drama</p>	<p>BRAINSTORM</p> <p>▷ two lists, one of earthly treasure and one of heavenly treasure. Compile a composite class list</p> <p>ILLUSTRATE</p> <p>▷ your lists</p>	<p>FIND OUT</p> <p>▷ about someone who is wealthy and shares or shared his or her wealth with others,</p> <p>eg: Lady Katherine Leveson the Sainsbury family Sir Josiah Mason</p>

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	MORALITY	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SENSITIVITY
Christians believe: ▷ there is treasure in heaven ▷ God judges	There is more to life than money It is possible to be rich in other ways	It is wrong to: ▷ concentrate only on worldly wealth ▷ love money	are built on: ▷ sharing ▷ trust	valuing: ▷ working ▷ sharing ▷ non-material treasures ▷ wisdom	I have learned that: ▷ Christians are encouraged to share their wealth ▷ some people are foolish
TREASURE IN HEAVEN					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
treasure heaven heart	with: ▷ those who are foolish ▷ those who are not rich ▷ those who have no treasure	What is the treasure in my life? Where is my heart? In what ways am I rich?	of recognising: ▷ what is precious ▷ one's own foolishness ▷ what is in your heart	greed disappointment glee fulfilment	It is natural to: ▷ want material things ▷ want more than we need ▷ want to feel secure

Key Stage 2 : Year 3

One Body:

1 Corinthians 12: 12-26

The Apostle Paul, writing to the young Church in Corinth, emphasises the importance of unity in Christ. He uses the analogy of the human body, many parts but essentially one physical being, to help the troublesome and fractious Christians there to be tolerant of each other and remember that there can be unity in diversity. Even today, Christians worship in different ways but believe themselves to be part of the same body.

Lesson 1

Which is the most important part of your body? Is it your hands or your head or your stomach?

But what would your head do without your hands?

Your stomach would never be full without your mouth...

Your body is the cleverest piece of engineering ever; all the bits fit together and each part, however different from the rest, has its job to do. One bit is no use on its own because it is part of the whole body.

St Paul used this idea to explain to the new Christians how they should behave towards each other. He was writing a letter to the Church which he had established in a place called Corinth in Greece. He had heard some of the people argue amongst themselves. He wanted them to understand that, with all the other young Churches that were growing up at that time, they belonged to Jesus Christ. Just like the body belongs to the head, the people belonged to Jesus.

They were all important but no-one was more special than anyone else. Just as the parts of the body work together and serve each other, the people had to do the same. They were all needed and despite their differences they had to come together in unity like a body to follow Jesus. Paul said in his letter that the most important thing they had to do was to be loving to each other and to God.

For discussion:

What does the word 'unity' mean?

Where do you find people in unity with one another?

What issues do Christians still differ about?

Whom do you argue with and why?

What is the most important thing you have to do?

Activity Suggestions:

Teaching About:

ONE BODY

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LOOK</p> <p>▷ at a biblical map and find Corinth</p> <p>EXPLORE</p> <p>▷ differences between denominations through:</p> <ul style="list-style-type: none">• pupils' experiences• visits to local churches• extracts from video material	<p>WRITE</p> <p>▷ a letter to someone who is arguing with someone else, explaining why they should be friends</p>	<p>FIND OUT</p> <p>▷ where else St Paul went</p> <p>▷ about the Central Solihull Fellowship of Churches' Covenant</p>

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	SOCIAL AWARENESS	TOLERANCE
Christians believe: ▷ they are one in Jesus Christ ▷ they should be loving towards one another and to God	Religion: ▷ unifies people ▷ divides people ▷ teaches people how to behave	Paul encouraged Christians to commit themselves to Church unity	are built on: ▷ respect ▷ trust ▷ a sense of unity ▷ shared beliefs	It is better to live in harmony than in conflict People need encouragement	People have a right to live in harmony with each other and with God
ONE BODY					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE
unity denomination	analogy video programme church documents	Which is the most important part of my body? With whom do I argue? What is the most important thing I have to do?	of: ▷ unity ▷ difference ▷ receiving a message	I can: ▷ bring people together ▷ share my ideas	It is natural to: ▷ argue sometimes ▷ want to belong

Resources:

The text of the Central Solihull Fellowship of Churches' Covenant is available from the RE Resources Corner, Chapel Fields Centre.

Key Stage 2 : Year 4

A New Commandment

John 13: 34-35

The new commandment given by Jesus at the end of the Last Supper is recorded only in John's gospel. After Judas had left the gathering, Jesus commanded his disciples to love one another as he had loved them. He had shown them earlier that way of loving by washing their feet. This had surprised them all. The passage presents a radical new interpretation of the word 'commandment' in what was still a Jewish context.

Lesson 1

- * Show pupils a Tallit (Jewish Prayer Shawl) and talk about it. Draw on their earlier learning (see the Handbook for Religious Education in Key Stage 1, Page 98). Explain how the tassles and knots represent the 613 Jewish laws.

What other words do you know that mean the same as the word 'laws'?

A law which religious people believe is given by God and must be obeyed is called a commandment.

What can you remember about the commandments which God gave to Moses? (Exodus 20: 1-17). How many were there?

Why were they important for the people?

For discussion:

Commandments are rules which have to be kept. What rules do you have to keep?

Who gives them to you?

Do you always keep them?

Why do we need rules?

Lesson 2

What is the word for laws or rules that we learned?

Here is something someone said about a commandment. Listen and decide who you think might be speaking.

“And now I give you a new commandment: Love one another. As I have loved you so you must love one another. If you have love for one another then everyone will know that you are my disciples.”

Who do you think might have said this?

It was Jesus who said these words at the Last Supper. He had just told his disciples that someone would betray him and Judas had left the table. Jesus was trying to make the disciples realise that he would not be with them for very much longer. He was trying to tell them that he was about to die. Jesus was commanding them to love one another; that was how they would help one another when he was no longer with them. That was also how they would show the world that they were his people.

Before the meal Jesus had washed the disciples' feet. This had shocked them because it was the job of the lowliest servant. However by washing their feet, Jesus had demonstrated how they should show their love for each other. He was showing them that they were all equal in value before God and that, like him, they were all servants.

The name given to the Thursday of Holy Week, when the Last Supper took place, is Maundy Thursday. Maundy comes from the word 'maundat' which means commandment. All over the world, many Christians try to remember Jesus' words and try to keep his commandment. They know from a story that Jesus told that it is not only friends and people they know whom they must love, but everyone. These ideas are remembered in lots of songs and hymns that Christians sing in their worship.

**Play a recording of the chorus: 'A New Commandment.'*

For discussion:

What do you think the disciples will have to do to keep Jesus' commandment?

Whom do you think they have to love?

*Which of Jesus' stories is about loving everyone? (*The Good Samaritan Luke 10: 25-37)*

What do you think this means for Christians today?

How do you show your love for someone?

How do you show other people what sort of person you are?

Clear up litter
 Obey the laws
 Make happiness
 Make each a happy place to live in
 Always help people
 No Smoking
 Do not hurt animals
 Make friends and stay friends
 Every one should be kind
 No bullying
 The truth always helps

Commandment
 Care and love other people
 Obey the lord
 Make Friends
 Make people happy all the time
 Always be kind
 Never kill animals
 Don't kill other people
 Every body should be friends
 No Bullying other people
 Treat each others right

Activity Suggestions:

Teaching About:

A NEW COMMANDMENT

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>COLLECT</p> <ul style="list-style-type: none">▷ newspaper cuttings of incidents in which people have broken one of the Ten Commandments <p>LOOK</p> <ul style="list-style-type: none">▷ at the words of the song 'Jesu, Jesu' and talk about what it is saying	<p>WRITE AND ILLUSTRATE</p> <ul style="list-style-type: none">▷ your own rules, eg five rules for the classroom/playground/for safety etc▷ an acrostic on the word 'COMMANDMENT'	<p>WRITE AND ILLUSTRATE</p> <ul style="list-style-type: none">▷ one of the 613 Commandments found in the Old Testament, eg Exodus 22:1 or Deuteronomy 22:8 <p>FIND OUT</p> <ul style="list-style-type: none">▷ what happens on Maundy Thursday in local churches and nationally <p>(If possible, talk to a recipient of Maundy money)</p>

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	COMMITMENT	MORALITY	RESPONSIBLE RELATIONSHIPS	SOCIAL AWARENESS	SENSITIVITY
Christians believe God: ▷ gave people laws which must be obeyed Christians believe Jesus: ▷ gave a new commandment by which to live ▷ showed God's love	Jesus showed by what he did and said how to live	It is right to: ▷ love one another ▷ obey laws	are built on: ▷ love ▷ treating others as equals	Everyone has a right to be loved Everyone has a responsibility towards others	I have learned: ▷ about the importance of love ▷ it is important to obey laws
A NEW COMMANDMENT					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE	
commandment law Maundy	artefacts text	Who do I have to love? How do I show that I love someone? How do I show other people what sort of person I am?	I can: ▷ love ▷ obey ▷ serve others	It is natural: ▷ to find it difficult to obey laws ▷ to want to be loved	

Resources:

For the song 'A New Commandment' see: *Songs of Living Water* Pulkingham and Harper (1978) Hodder and Stoughton, No 66.

For the song 'Jesu, Jesu' see: *Rejoice and Sing* OUP (1991) for the United Reformed Church, No 648.

For more information, see:

Read et al (1987) *The Westhill Project - Christians* Mary Glasgow Publications Ltd, now carried by Stanley Thomas

Key Stage 2 : Year 4

Turning the World Upside Down

Matthew 5:1-12, Luke 6: 20-30

Jesus' teaching disturbed and undermined the authorities in his day and it continues to turn the conventional wisdom of the world on its head. The Beatitudes present a set of values dramatically opposed to those of a secular society committed to the position of the individual and the acquisition of wealth and status. This lesson offers pupils the opportunity to consider their own lives in the light of Jesus' teaching and helps them to understand the words of a familiar hymn.

Lesson 1

- * *Begin by singing or reading the words of the song 'O Lord, all the world belongs to you.'*

What does it mean to turn the world upside down?
Who is the 'Lord' who is addressed in the song?
How did Jesus turn the world upside down?

Jesus upset lots of important people by the things he said and the things he did. He challenged them to think about their own lives and beliefs. He even challenged the Law. He was a teacher; he could hold an audience with his words so that you could hear a pin drop. But he lived out his teachings as well. He taught people to be like him and his teaching has inspired all kinds of people for 2,000 years.

One day, as often happened, Jesus had a large crowd following him. He went up a hill and sat down and the people gathered round him, waiting eagerly to hear what he had to say.

He spoke to them about true happiness. In Jesus' teaching, happiness does not come from having lots of money or a computer game, a mountain bike or trainers with a famous name on them. Happiness is not found by selfish people who think only of themselves, or important people who are proud and tell others what to do. Happiness comes from being a gentle person, doing what God wants, forgiving others for what they have done to you and working for peace. Jesus says even the people who are badly treated will find happiness by following him.

On that hillside Jesus went on to tell everyone in the crowd to:

"Love your enemies, do good to those who hate you, bless those who curse you...If someone hits you on one cheek, let him hit the other one too. If someone takes your coat, let him have your shirt as well...When someone takes what is yours, do not ask for it back. Treat others as you would like them to treat you."

For discussion:

How does this teaching turn your world upside down?

Why is it difficult to follow?

Does being gentle necessarily mean being weak?

*(*draw out from the discussion the idea that great strength is necessary to behave in this way)*

If someone hits you, what do you do?

What does happiness mean to you?

HAPPINESS IS...

Cuddling up in bed with my teddy
 Playing with my mummy in the lounge
 Going for walks with my daddy
 Rolling over and running with my dog
 Meeting my friends at school or at home
 Going on holiday and covering out the sun with my dressing gown
 Getting back from places to my cosy home again
 Doing stories and illustrations or making posters
 Laughing and getting together with my family
 Reading books for a day and going to the library
 Eating and making food
 Helping people when they are in trouble
 Smiling and talking to someone who you meet
 Having fun with people you haven't seen for a long time.

Activity Suggestions:

Teaching About:

TURNING THE WORLD UPSIDE DOWN

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>EXPLORE</p> <ul style="list-style-type: none"> ▷ the issues raised by Jesus' teaching through drama 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ a poem, beginning each line with the words 'Happiness is...' ▷ about difficult situations in the playground and how they are resolved. Explain how the teaching of Jesus might help in these situations. 	

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
COMMITMENT	MORALITY	FORGIVENESS	RESPONSIBLE RELATIONSHIPS	SOCIAL RESPONSIBILITIES	FORGIVENESS
Jesus' teaching makes a difference to some people's daily lives	It is right to: <ul style="list-style-type: none"> ▷ love your enemies ▷ treat others as you would like them to treat you 	Forgiveness can be: <ul style="list-style-type: none"> ▷ given to an enemy ▷ received from an enemy 	are built on: <ul style="list-style-type: none"> ▷ being gentle ▷ forgiving others ▷ treating others as oneself 	I can: <ul style="list-style-type: none"> ▷ forgive my enemies ▷ treat others as myself ▷ be gentle ▷ be happy 	I can: <ul style="list-style-type: none"> ▷ forgive ▷ be forgiven
TURNING THE WORLD UPSIDE DOWN					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
forgiveness	with those who: <ul style="list-style-type: none"> ▷ cannot forgive ▷ need forgiveness ▷ hate someone 	What does happiness mean to me? Can I love my enemies? How can I treat others as myself?	of: <ul style="list-style-type: none"> ▷ being forgiven ▷ learning 	It is natural: <ul style="list-style-type: none"> ▷ to find it difficult to love people we do not like 	

Resources:

For the song 'O Lord all the world belongs to you' see:

Marshall-Taylor (1978) *Come and Praise* Volume 1, BBC Publications, P60.

Key Stage 2 : Year 5

I Believe

A creed is a statement of belief. These lessons invite pupils to explore what Christians believe, through the words of the Apostles' Creed. The lessons are also designed to help pupils to reflect on what they believe.

Lesson 1

**Write the following questions on individual cards in letters which are large enough for pupils to see when they are held up:*

I believe it's going to rain today.

I believe in the Loch Ness Monster.

I believe in beings from outer space.

I believe that there's a man in the moon.

I believe that Villa is the best football team.

I believe that I am brave.

I believe it's wrong to steal.

We're going to play the 'Believing Game'. It's very quick and there are no rules except that we must all be quiet. Look at the words on the card and put up your hand if you believe whatever is on each card.

**Discuss the differences in the statements. Display the statements so that pupils can look at them again and talk about them.*

Invite pupils in their groups to decide on three 'we believe' statements which must be unanimously agreed. Pupils could record their group statements in some way. Share each group's belief statements.

Collect or find 'we believe' statements which can be agreed by everyone in the class.

Lesson 2

This is a story about something that the Bible says happened after Jesus died.

**Tell the story of Doubting Thomas (John 20: 19-21, 24-29).*

For discussion:

What was it that Thomas didn't believe?

Why didn't Thomas believe?

How would you have reacted if you had been Thomas?

What have you ever been told that you didn't believe?

Why is believing sometimes difficult?

Lesson 3

Jesus said to Thomas

“Blessed are those who have not seen and yet believe”.

What does the word ‘believe’ mean?

**Invite pupils, in small groups or as a whole class to write a definition of the word ‘believe’.*

‘I believe’ means...

Ensure that phrases like ‘trust’, ‘have faith in’ are considered by pupils.

The Latin word which means ‘I believe’ is credo. From that word we get the word ‘creed’ which is a statement of what someone believes and lives by. In churches all over the world Christians regularly stand to say aloud and together the words of their creed. It is a statement of what they believe.

**Invite pupils to brain-storm a list of what Christians might include in their statement of faith beginning with the words ‘I believe...’*

**When the lists are complete, invite pupils to use the activity sheet to record their ideas and then to compare their suggested creeds with the Apostles’ Creed.*

Activity Suggestions:

Teaching About:

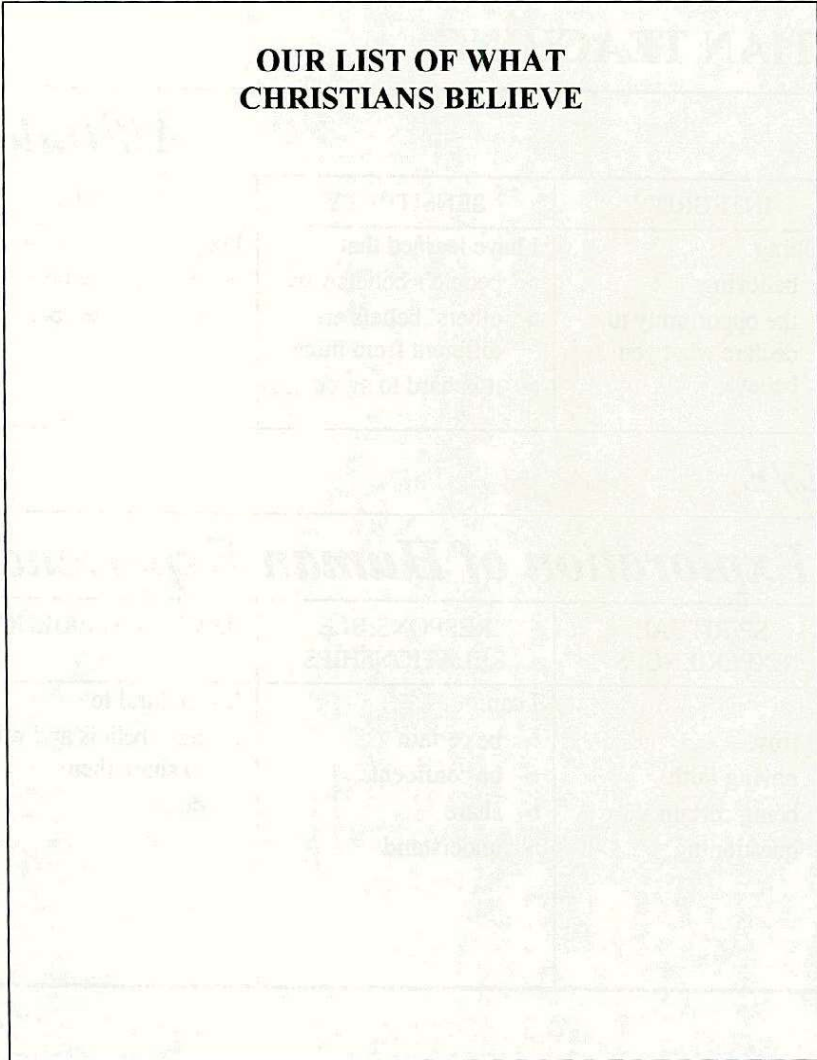
I BELIEVE

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DISPLAY</p> <p>▷ your ‘we believe’ statements</p>	<p>IMAGINE</p> <p>▷ you were Thomas and write about what happened to you.</p> <p>WRITE</p> <p>▷ a definition of the word ‘believe’</p> <p>BRAINSTORM</p> <p>▷ a list of what Christians might include in their statement of faith</p>	<p>EXPLORE</p> <p>▷ other creeds</p>

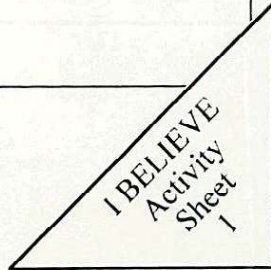
Copy your list of what Christians believe in the empty box below. When you've completed it, compare it with the list of beliefs in the Apostles' Creed. Highlight what the lists have in common and talk about what you have in your list which is different.

**OUR LIST OF WHAT
CHRISTIANS BELIEVE**



THE APOSTLES' CREED:

I believe in God,
The Father Almighty,
Creator of Heaven and Earth
And in Jesus Christ,
His only Son, our Lord.
He was conceived by the power of
the Holy Spirit,
Born of the Virgin Mary,
Suffered under Pontius Pilot,
Was crucified,
Died and was buried.
He descended into hell.
On the third day he rose again
He ascended into Heaven.
And is seated at the right hand of God
The Father Almighty
He will come again in glory
To judge the living and the dead.
I believe in the Holy Spirit,
the Holy Catholic Church,
The Communion of Saints,
The forgiveness of sins,
The resurrection of the body,
And life everlasting.
Amen.



Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	COMMITMENT	SYMBOLS	INTEGRITY	SENSITIVITY	TOLERANCE
Some Christians believe: ▷ their commitment to God is to be declared aloud	People show their commitment through words	words standing	valuing: ▷ believing ▷ the opportunity to declare what you believe	I have learned that: ▷ people's beliefs vary ▷ others' beliefs are different from mine ▷ it is hard to agree	People have the right to: ▷ their own beliefs ▷ express their beliefs
I BELIEVE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	EMPATHY	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS	DAILY EXPERIENCE
creed credo believe faith	What do I believe? Why do people's beliefs differ?	with those who: ▷ are sure of what they believe ▷ find it hard to believe ▷ are prohibited from declaring what they believe	of: ▷ trust ▷ having faith ▷ being certain ▷ questioning	I can: ▷ be certain ▷ be confident ▷ share ▷ understand	It is natural to: ▷ have beliefs and want to share them ▷ doubt

Key Stage 2 : Year 5

Water of Life

John 4: 1-30

This lesson is based on an encounter between Jesus and a Samaritan woman, recorded in John's gospel. Since the woman is from a society abhorred by Jews, the significance of the story is emphasised. It shows the universality of Jesus' message that the love of God is extended to all, irrespective of race and status. The well where the meeting takes place is of still water. It represents the old traditions which Jesus repeatedly challenges. The new relationship with God which he preaches is more like a bubbling spring of water.

The lesson makes use of a song which will be familiar to many children and gives them an opportunity to think about its meaning and explore the metaphor on which it is based.

Lesson

**Begin by either singing or reading the words of the song 'Water of Life':*

*'There's water, water of life
Jesus gives us the water of life;
There's water, water of life,
Jesus gives us the water of life.'*

**Explore with pupils how water gives life. Discuss what life would be like without water.*

The song is a song of praise, thanking Jesus for the gift of water. There is a story about something that happened to Jesus that shows how he gives the people who believe in him 'water of life'. As the story shows, this is different from the water which comes from the well in the song.

Jesus was on his travels. He was going from Judaea back to Galilee, which meant he had to go through a country called Samaria. Samaria was not a friendly country, especially for a Jew.

It was hot and Jesus was tired. When he came to a well he sat down for a rest and waited. This was a famous well, called Jacob's Well. Jacob was one of the 'Fathers' of the Hebrew people and this was the well he was believed to have given the people.

So Jesus was waiting. His disciples had gone into the town to buy food and he was alone. He was thirsty.

Jesus didn't have to wait long. Soon a woman approached the well, carrying a jar on her shoulder. She was a Samaritan woman and she was coming to draw water from the well. She saw the stranger but took little notice until he spoke to her.

"Give me a drink of water," Jesus commanded her.

She was amazed. Not only had this man spoken to her, a woman, but he was a Jew and she was a Samaritan.

"How can you ask for a drink?" asked the woman. "We would not drink from the same cup or jar."

"Oh, if only you knew who it is who is asking you for a drink of water! If you knew, you would be asking me to give you life-giving water!"

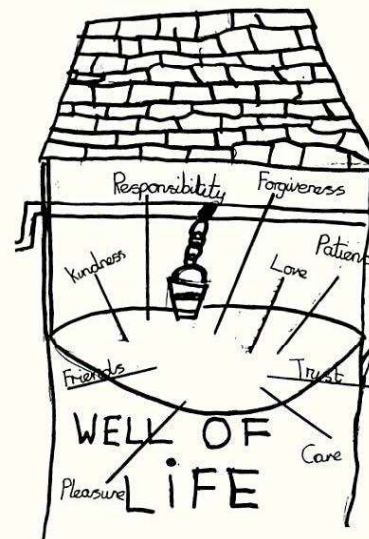
The woman looked even more puzzled.

"Sir," she said, "You haven't even got a bucket and the well is deep. Where would you get that life-giving water? It was Jacob who gave us this well. You're not saying that you are greater than Jacob, are you?"

Jesus answered, "You can drink this water, but you will be thirsty again. That water I'm talking about will give eternal life."

Never be thirsty again! Oh yes, this would be the water to have. The woman could see that she might never need to come again to collect water from the well. But she missed the point of what Jesus was saying. She was still thinking about the water in the bucket, the water in the jar. But the more they talked, the more she began to realise how amazing this man was. She might not have understood, but she was amazed that he seemed to know far more about her than any stranger possibly could. She realised that he too, perhaps like Jacob, was a prophet. Then Jesus told her he was the Messiah.

They were interrupted by the disciples who returned with the food and their concerns for Jesus' welfare. The woman watched the group of men move away from the well and she turned and ran, leaving her water jar, quite forgotten, where she had put it down. She ran into the town and when she arrived there, she told all the people she met what had happened to her.



For discussion:

*Why might it be surprising that Jesus stopped and talked to this woman? (*She was a woman and a Samaritan)*

Why do you think Jews and Samaritans were not allowed to use the same cups and bowls?

Jesus offers to give the woman living water. What do you think this might be?

What does the word 'eternal' mean?

What word does Jesus use to tell the woman who he is?

*(*The Messiah was the name that the Jews had for the person they were expecting and hoping for. They believed that God had promised them a Saviour. Jewish people believe that the Messiah is still to come.)*

What do you think the woman told everyone when she realised whom she had met?

Who would you like to meet and talk to if you could?

Activity Suggestions:

Teaching About:

THE WATER OF LIFE

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>IMAGINE</p> <p>▷ you had the chance to meet an important person Share the reasons for your choice with someone else</p>	<p>WRITE</p> <p>▷ a list of questions that you would ask the person of your choice</p> <p>▷ an article for the 'SAMARIA TIMES' reporting this event</p> <p>▷ an acrostic on the words 'WATER OF LIFE'</p>	<p>TALK ABOUT</p> <p>▷ what you would like to draw from a 'well of living water' if you could have one</p> <p>Find a way to record your ideas</p>

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
The story says God: ▷ is universal ▷ gives life ▷ is eternal	There is more to some encounters than anyone can understand	water the well sharing	valuing: ▷ relationship with others instead of separation ▷ other people ▷ mystery ▷ encounters	What is eternity? What keeps people apart from each other?	I can: ▷ value other people, whoever they are ▷ share
WATER OF LIFE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
Messiah praise eternal	with those who: ▷ do not understand ▷ are separated from others ▷ are surprised	What gives me life? Whom would I like to meet?	of: ▷ being challenged and surprised ▷ sharing	surprise concern	It is natural to: ▷ understand within the limits of our own experience

Key Stage 2 : Year 5

Fruit of the Spirit

Galatians 5: 22-26

The Fruit of the Spirit, love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control, is the harvest, according to St Paul, of a Christian life. Paul was writing to the Church in Galatia where there was fierce controversy about the importance of the Jewish roots of the new faith. He condemned the Galatians for their rigorous dependence on the Law and their discrimination of Gentiles. Paul's teaching stresses that truly Christian behaviour comes only through faith in Christ and through the Holy Spirit. This epistle is thought to be one of the earliest of Paul's letters.

The qualities are well known in the Christian context but are not, of course, exclusive to Christians. These lessons offer an opportunity for pupils to think about their own good qualities and to consider issues of discrimination and injustice, in the light of the Pauline teaching.

Lesson 1

- * *Use activity sheet 1 to engage pupils with the words describing the fruit of the Spirit. Draw together their ideas and invite them to share their letters if they want to do so.*

For discussion:

What kind of world would it be if everyone possessed these qualities and lived by them?

What is your best quality?

What is there on this list that you would find it particularly difficult to be?

Which quality would you most like to possess?

Whom do you know who possesses some or all of these qualities?

Lesson 3

Love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control.... If these really were qualifications for a job, how might someone prove he or she possessed them?

What do you think they really are qualifications for?
Where might you find this list?
Who might have written it?

This list appears in one of St Paul's letters written in the first century, to the new churches. It is in the letter to the churches in Galatia where there was a lot of squabbling going on. It was more than squabbling really; it was serious argument.

Galatia was a Roman province and some of the people there were Jews but some were not. The word for any person who is not Jewish is a Gentile. All the very first Christians in Jerusalem were from Jewish families but in the churches in Galatia some people were Jews and some were Gentiles. This caused problems. The Jews lived according to the Law of Moses. Some of the Jews who became Christians insisted that everyone who became a Christian had to abide by the Jewish Law. Paul insisted it didn't matter whether a person was a Jew or a Gentile, a man or a woman, a slave or a free person. Everyone who followed Jesus was accepted and equal. The only qualifications that were necessary were..... love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control.

So the job that required these qualifications was the 'job' of being a Christian in the first century. Paul calls these qualities 'the fruit of the Spirit'. Just like a tree bears fruit, the Christians showed who they were by the qualities they possessed and their way of living. This new kind of life that Paul wrote about came, the early Christians believed, from the 'Spirit'. They believed it

was God working in their lives. They believed it was the way Jesus kept his promise to his followers on earth that he would be with them always. These qualities were the 'harvest' of a life spent following Jesus. But unlike most jobs, it wasn't necessary to possess them to qualify. It was by living the Christian life that a person came to possess them. And qualities like these, although they were really very ordinary, made the Jewish Law unnecessary.

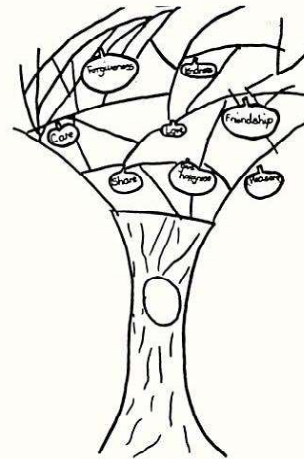
For discussion:

What is Paul's message about Jews and Gentiles really saying?

Where in the world is this message most needed?

Who else do you know about whose life is/was based on these ideals?

What do you believe about people who are different from you in any way?



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Talk about the personal qualities listed here.

If these were qualifications for a job, what kind of job might it be?

What sort of person does it require?

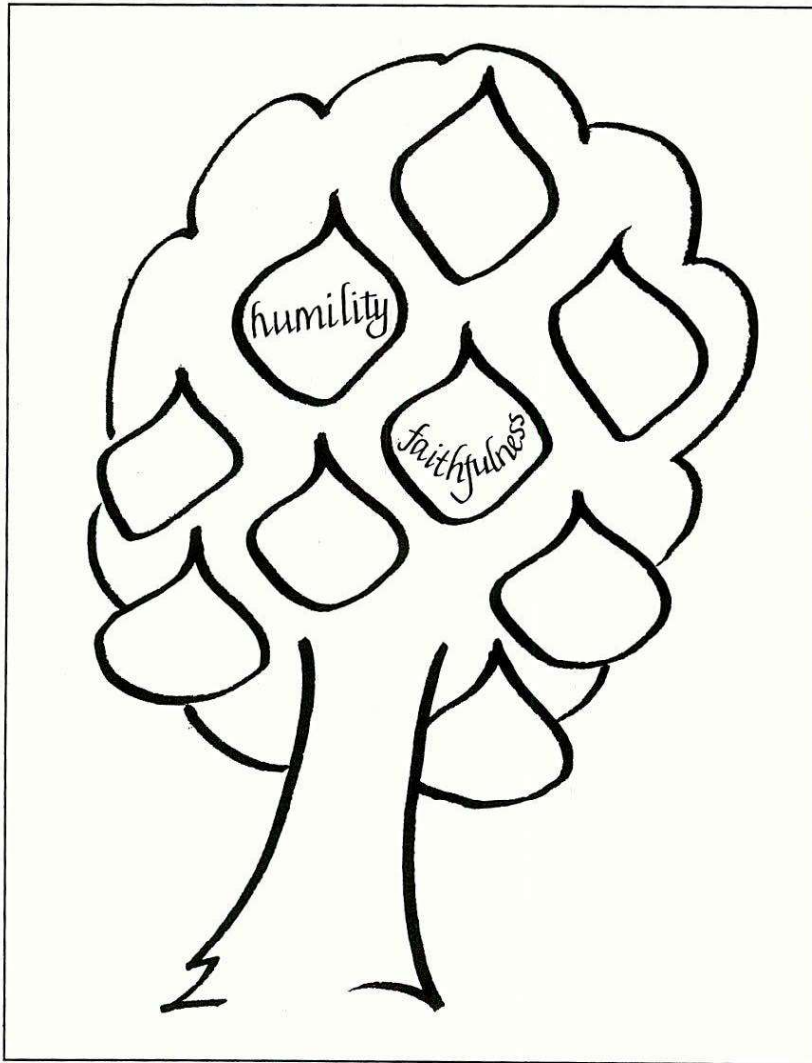
When do you show any of these qualities?

Choose one of the activities below:

- Write a letter expressing your interest in the job and explaining in what ways you might be suitable.
- Brainstorm a list of things that would not happen if everyone in the world possessed these qualities.
- Design a calligram for one or more of the words on the list.

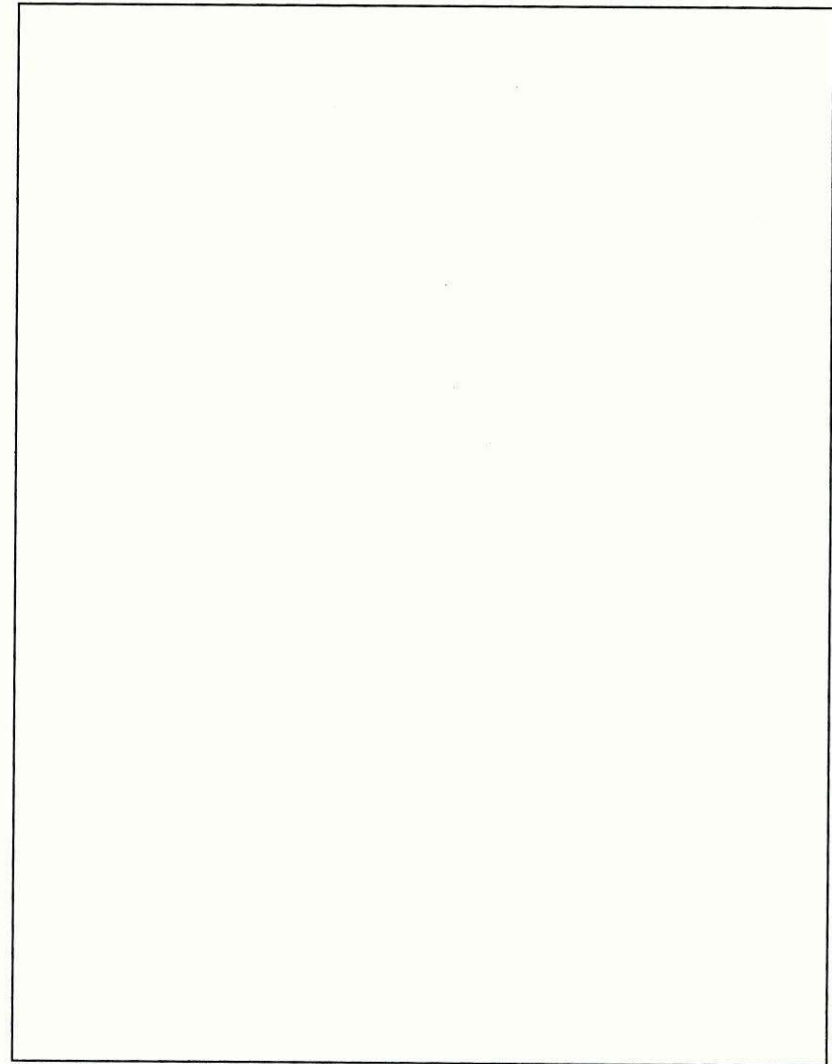


The 'Fruit of the Spirit' Tree



Write the names of the rest of the Christian 'Fruit of the Spirit'

My Tree



If you were a tree, what kind of 'fruit' would you bear? Draw your own tree and label your 'fruits'.

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	THE SPIRITUAL DIMENSION	MORALITY	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL RESPONSIBILITIES
Religion can: ▷ influence a person's character ▷ cause dissension	People's lives bear 'fruit'	It is right to: ▷ accept all ▷ live according to a standard	are built on: ▷ mutual respect ▷ equality ▷ qualities identified by St Paul as 'fruit of the spirit'	valuing: love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control	I can: ▷ value others ▷ give of myself ▷ bear fruit
FRUIT OF THE SPIRIT					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
spirit Jews Gentiles	What happens when people do not possess these qualities?	What kind of person am I? What fruit will my life bear?	of: ▷ love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control	It is natural to: ▷ argue ▷ find these qualities difficult to sustain	