

Key Stage 2 : Year 5

The 23rd Psalm

Psalm 23 is the best known of all psalms. It offers a metaphor of God as a caring shepherd, source of all protection. To believers the images are comforting and hopeful.

Lesson 1

**Play a recording of the 23rd Psalm set to one of the most famous settings, ie: Crimmond or Brother James' Air. Invite pupils to listen carefully to the words.*

This is Psalm 23. The words are very famous and well known.

What pictures come into your mind as you listen?

What do you remember about psalms?

What do you think a psalm is?

**Read the psalm aloud from a traditional version of the Bible.*

Give pupils the activity sheet with the 23rd Psalm photopack and invite them in groups to match words and pictures. The photographs are intended to offer both literal and metaphorical images to match the phrases. Once the task has been done, talk about the matching of words and pictures, drawing out the distinctions between literal and metaphorical interpretations.

Invite pupils to read for themselves the text of the psalm in the Good News Bible.

Go back to the photographs and use activity sheet 1 to engage them more fully with the images it describes.

Lesson 2

**Play the recording of the 23rd Psalm again and look once more at the images in the pictures which pupils have chosen. Invite them to talk about how the words of the psalm make them feel.*

For discussion:

Where do you think this psalm might be said or sung?

When do you think it might be said or sung?

Why do you think it is often chosen for a funeral service?

Where do you find comfort?

When do you need to be comforted?

The 23rd Psalm

Read what is in each of the boxes carefully. Cut out each one and match it with one of the pictures. Choose the picture which best illustrates the words for you.

<p><i>The Lord is my Shepherd</i></p> <p><i>I have everything I need</i></p>	<p><i>He lets me rest in fields of green grass</i></p> <p><i>And leads me to quiet pools of fresh water</i></p>	<p><i>Even if I go through the deepest darkness, I will not be afraid Lord, for you are with me</i></p> <p><i>Your shepherd's rod and staff protect me</i></p>
<p><i>He gives me new strength</i></p> <p><i>He guides me in the right paths as he has promised</i></p>	<p><i>You prepare a banquet for me where all my enemies can see me</i></p> <p><i>You welcome me as an honoured guest and fill my cup to the brim</i></p>	<p><i>I know that your goodness and love will be with me all my life</i></p> <p><i>And your house will be my home as long as I live</i></p>

23RD PSALM
Activity
Sheet
1

Activity Suggestions:

Teaching About:

THE 23rd PSALM

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>COLLECT</p> <p>▷ your own drawings or photographs to illustrate the words of Psalm 23</p> <p>TALK</p> <p>▷ to someone else about your idea of God</p>	<p>WRITE</p> <p>▷ a poem called 'Comfort is...'</p>	<p>CHOOSE</p> <p>▷ another psalm and illustrate part or all of it in the same way</p>

Comfort is loving comfort is joy,
 Oh when you need it its around oh boy!
 Mum comforts you when you have been upset.
 Father might get you something you have always
 wanted to get
 Or what about a train,
 Running along with the aeroplane.
 The comfort that mom gives me is nice.

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
For some people God; ▷ is like a shepherd ▷ protects	Ordinary words can have a deeper meaning There is more to life than can be understood	shepherd words visual images	valuing: ▷ security ▷ firm beliefs ▷ the power of words	What happens to us when we die? What might God be like?	I can: ▷ offer comfort ▷ listen ▷ have a hopeful view of life
THE 23rd PSALM					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
metaphor Lord shepherd	text music photographs	Where do I find comfort? When do I need comfort? What do I believe about death?	of: ▷ words ▷ music ▷ visual images	fear joy security love	It is natural to: ▷ need to be comforted ▷ be afraid at times

Resources:

'The Lord is my Shepherd' - tune Crimmond
 Classic Hymns (No 9) CBSO Chorus and Simon Halsey
 Classic Collection (Boots)
 1988 Conifer Records Ltd
 MCPS DDD 144

Key Stage 2 : Year 6

The Eucharist

In most Christian churches the principal act of worship recalls the events of the Last Supper which Jesus shared with his disciples the night before he died. It is both a remembrance of the death of Jesus and a celebration of a belief in his continuing presence. The terminology and the celebration itself vary according to denomination and sometimes individual churches. The word 'Eucharist' comes from the Greek meaning 'thanksgiving' and the word 'mass', by which the celebration is traditionally known in Roman Catholic churches, means 'to send' and comes from the same Latin root as the word 'mission'.

Lesson 1

**Show pupils a selection of video excerpts showing the celebration of Communion in a number of denominational contexts without comment or introduction. These could be recorded from televised Sunday morning worship.*

For discussion:

What words came into your mind when you were watching the videos?

What could you see the people doing?

What word would describe the whole activity?

How do you think the people were feeling?

What is the same in all of these celebrations?

What are the differences?

**Invite pupils in pairs to list what is the same in every context and what is different. It may be necessary to give them another opportunity to watch the video extracts. Look at the similarities and identify key words and suggest reasons for their significance.*

Lesson 2

**Draw up a composite list of similarities and differences, drawing on pupils' group work.*

This is a celebration known by a variety of titles, depending on the church: The Lord's Supper, Holy Communion, the Eucharist, Mass. Some Christians celebrate this every day, some every week or once a month or once or twice a year. However often it happens, it is an important ritual; it is called a sacrament.

Some people use ordinary bread and some people use wafers, which are like unleavened bread. The bread is put on a plate called a paten. The wine or grape juice is sometimes shared in a common cup called a chalice. These may be made of pottery or precious metal. In some traditions, each person receives the wine in a small glass or cup.

For discussion:

Why do you think people do this?

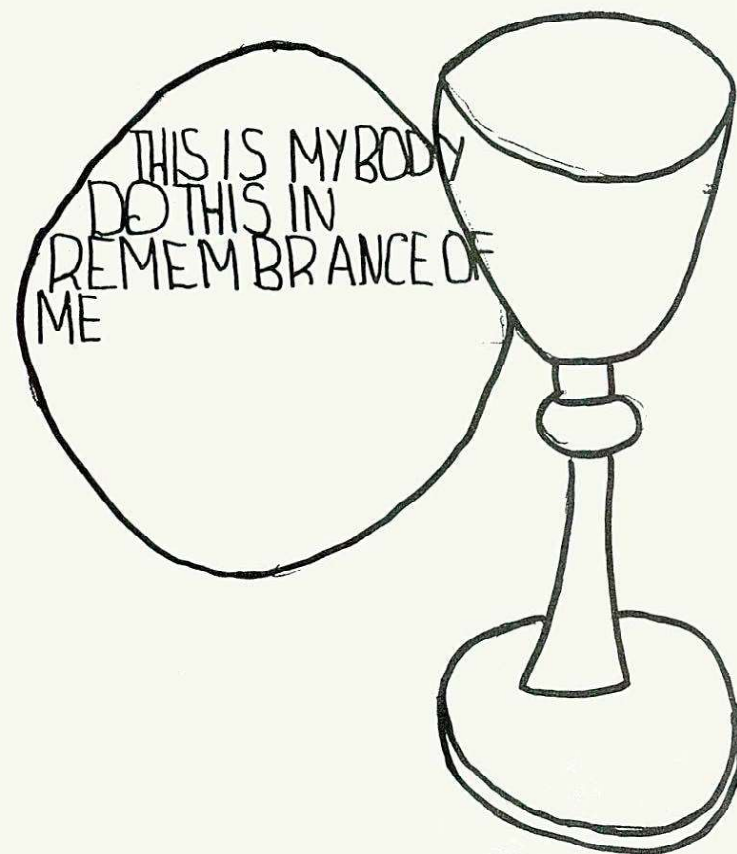
What do you think is the significance of the bread and the wine?

What would you like your friends to do to remember you?

What would you like them to remember you for?

(These questions could be discussed again after pupils have had opportunities to do some individual research at home which might include watching a celebration of the Eucharist on television on Sunday morning.)

**Invite pupils to complete the activity sheet and to share their ideas.*



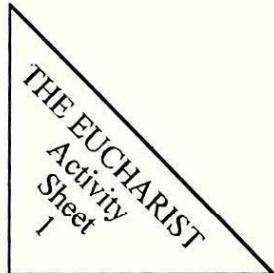
This activity sheet will help you to learn more about the Eucharist.

The passage in the box, which comes from chapter 22 of Luke's gospel, tells the story of the Last Supper.

Read it carefully then choose one of these activities:

- Draw a chalice and paten and write inside each shape the words Jesus said when he shared the bread and wine.
- Look at the words Jesus said and re-write them in your own words. You may need a dictionary.
- Explain in your own words why Jesus chose the sharing of bread and wine as the way of remembering him.
- Use a dictionary to find out what 'ritual' and 'sacrament' mean. What other sacraments and rituals have you learned about?

Work on your own and then find someone who has done a different activity from you and share your ideas.



When the hour came, Jesus took his place
at the table with the Apostles.
He said to them, "I have wanted so much to eat
this Passover meal with you before I suffer!
For I tell you, I will never eat it until it is given
its full meaning in the Kingdom of God."

Then Jesus took a cup, gave thanks to God and
said,
"Take this and share it among yourselves.
I tell you that from now on I will not drink this
wine until the Kingdom of God comes."

Then he took a piece of bread, gave thanks to God,
broke it, and gave it to them, saying,
"This is my body, which is given for you.
Do this in memory of me."

In the same way,
he gave them the cup after supper, saying,
"This cup is God's new covenant sealed with my
blood, which is poured out for you."

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING						
Concepts				Attitudes		
BELIEFS	THE IMPORTANCE OF RELIGION	COMMITMENT	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
Christians believe Jesus: ▷ is to be remembered ▷ is with them through the Eucharist	Religion is: ▷ to be celebrated ▷ expressed through ritual ▷ is shared	Christians share the Eucharist as a sign of their commitment to God and belief in Jesus	bread wine	valuing: ▷ the sacred ▷ ritual ▷ symbol ▷ corporate expression of belief	Why do people do it? How does it appear to those who do not share the beliefs/	I have learned: ▷ some actions are sacred ▷ symbols have an important place in some people's lives
THE EUCHARIST						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE	
Eucharist ritual sacrament	text video dictionary	How do I want to be remembered and for what?	of: ▷ symbolic meaning in ordinary things of life	joy repentance	It is natural to: ▷ want to remember ▷ need to find expression for beliefs	

Resources:

For video material featuring a variety of Christian worship see:
Believe It or Not Central ITV, videos no 1 and 3. More information on:
0121 643 9898

Videos are available on loan from the RE Resources Corner at Chapel Fields Centre.

For a poster of a chalice and paten see:
REAP Poster pack no 2 published by CEM and available in the RE Resources Corner.

Key Stage 2 : Year 6

The Beatitudes

Matthew 5: 1-11, Luke 6: 20-23

In the Beatitudes, or the Sermon on the Mount, Jesus expresses the heart of his message by which the Kingdom of God is established. The values articulated in this teaching challenge the values and standards of the world.

These lessons build on and extend pupils' earlier learning about the 'upside down' attitudes, the beautiful attitudes, taught by Jesus. Each of these beautiful attitudes is a paradox.

Lesson 1

**Tell the story of the tax collector and the Pharisee (Luke 18: 10-13). Talk about the differences between the two men and their attitudes to themselves and to their relationship to God. Discuss Jesus' reasons for telling the story and refer to verse 14 for his comment. Explore the meaning of the words 'humble' and 'great'..*

Jesus used this story to show his followers what kind of people they should be. He is illustrating his teaching about personal attitudes. Jesus said, "Blessed are the poor in spirit for theirs is the Kingdom of Heaven."

These words come from the Sermon on the Mount, one of the most famous of all biblical passages. In it, Jesus talks about what it is to be blessed, to be full of joy. Another title for this famous teaching is the Beatitudes or the beautiful attitudes. It is these attitudes to life, to other people and to God which Christians believe lead to blessing and to true happiness.

For discussion:

Which of the men in the parable were 'poor in spirit'?

What does it mean to be blessed?

What might it mean to be given the Kingdom of Heaven?

In what ways are you like the men in the story?

**Invite pupils in small groups to explore the Beatitudes further with the activity sheet. Give each group an opportunity to share its presentation with the class. If only one or two of the Beatitudes are chosen, focus on the variety of interpretations of them and discuss any that are omitted as a class.*

Invite pupils to copy and illustrate one or more of the Beatitudes.

The Beatitudes

You know something about the first of the beautiful attitudes:

Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.

Now choose one of the others. Read the words carefully and talk about them in your group. Find a way to express through mime or dance. You might like to choose some music to help you to create the right atmosphere.

*Blessed are those who mourn, for they shall
be comforted*

How does it feel to grieve for a loved one
who has died?

How does it feel to hear about tragedies
that happen to other people?

What does it mean to be comforted?

*Blessed are those who hunger and thirst after
righteousness, for they shall be filled*

How does it feel to want justice and peace
in the world and to see injustice and war?

How does it feel desperately to want
people to stop hurting each other and
children and the environment?

What does it mean to be filled?

*Blessed are the meek, for they shall inherit
the earth*

How does it feel to be surrounded by loud,
domineering people who only think of themselves?

How does it feel to be quiet, gentle, or shy?

How does it feel to hate standing up
in front of people?

What does it mean to inherit the earth?

BEATITUDES
Activity
Sheet
1

The Beatitudes

Blessed are the merciful, for they shall obtain mercy

How does it feel to be wronged?

How does it feel to forgive?

How does it feel not to be able to forgive?

What does it mean to obtain mercy?

Blessed are the peacemakers, for they shall be called the children of God

How does it feel to be caught in conflict?

How does it feel to try to stop conflict, at school, at home, amongst friends?

What does it mean to be called a child of God?

Blessed are the pure in heart, for they shall see God

How does it feel to want something for yourself?

How does it feel to try to think of others more than yourself?

How does it feel to try to love someone you don't like?

What does it mean to see God?

Blessed are those who are persecuted for righteousness sake, for theirs is the Kingdom of Heaven

How does it feel to stand up for what you believe?

How would it feel to be punished or imprisoned for what you believe?

How might it feel not to be free?

What does it mean to have the Kingdom of Heaven?

BEATITUDES
Activity
Sheet
2

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	MORALITY	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES
For some people belief in God gives true happiness	Religion: ▷ can turn the values of the world upside down ▷ can create beautiful attitudes	It is good to live according to a recognised moral code	valuing: ▷ a set of attitudes which challenge the values of the world	Why is there: ▷ suffering? ▷ injustice? ▷ selfishness? ▷ conflict?	I can: ▷ influence people by my attitudes ▷ find the best in myself and others
THE BEATITUDES					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
Beatitudes blessing	With those who: ▷ are not blessed ▷ suffer ▷ do not know what they believe	What attitudes do I have? How do other people see me? In what ways am I blessed?	of: ▷ knowing oneself ▷ allowing the world's values to be challenged	joy surprise	It is natural to find it difficult to ▷ hold 'beautiful attitudes' ▷ understand sometimes

Key Stage 2 : Year 6

God is Love

1 John 4:8

The phrase 'God is love' underpins all other aspects of Christian teaching. It is a metaphor, a way of describing the indescribable. These lessons encourage pupils to encounter what is an essential aspect of Christian teaching; it also gives them an opportunity to explore metaphor in an explicitly religious context. Metaphor is intrinsic to religious language; it is universally used to enable religious people to think about God.

It is important for pupils to appreciate the difference between contemporary use of the word 'love' and the Christian sense in which it means having regard for the value of, and unconditionally desiring the best for others.

Lesson 1

The little girl of four was intently drawing a picture and her mother enquired what it was she was drawing.

"God!" she replied.

"But no one knows what God is like," replied her mother.

"Well, they will when I've finished my picture!" the little girl said.

For discussion:

What do you think the little girl might have drawn?

How accurate a picture would it have been?

Why would it be difficult to draw a picture of God?

**Draw out from the discussion the idea that no one has seen God.*

Invite pupils in groups to complete activity sheet 1.

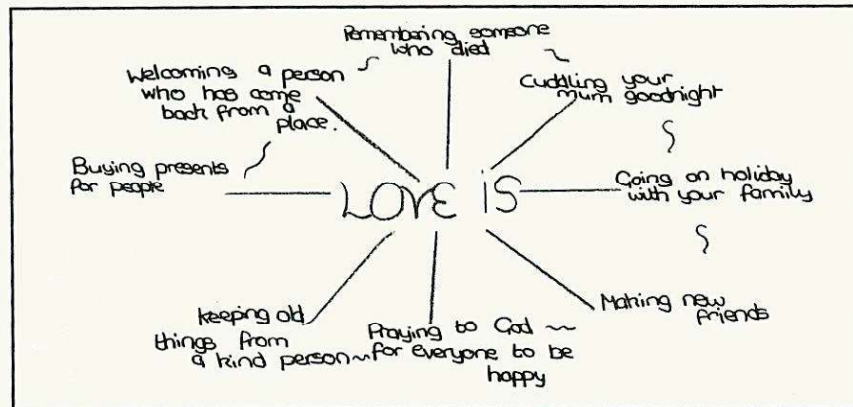
Lesson 2

People have always struggled to describe God. They have overcome this by using a particular kind of language called metaphor. The word metaphor means 'to carry over'. It uses an idea that is familiar and carried the meaning over to describe what is unfamiliar and sometimes indescribable. Metaphor goes further than saying something is **like** something else; it says, it **is** something else.

**Use activity sheet 2 to explore with pupils the nature of metaphor. Collect examples.*

Use activity sheet 3 to explore a variety of metaphors for God drawn from different religious traditions.

(NB: on activity sheet 3:
'Light' and 'Father' are Christian metaphors,
'Rock' and 'Fortress' are Jewish,
'Name', 'Guru' and 'Truth' are Sikh,
'Lion' and 'Sun' are Hindu
and 'Guardian', 'Sovereign' and 'Judge' are Islamic)



Lesson 3

The most central Christian metaphor for God is:

GOD is LOVE

What does love mean to you?

What is this metaphor saying about what God might be like?

These three words sum up for Christians all their beliefs about God. The metaphor was first expressed in John's letter to the new churches. Sometimes today you can see these three words on the board outside a church, proclaiming their message for the world to see. What would that message mean to you?

What do you think it could mean to a community torn apart by war or natural disaster?

What would those words mean to starving people?

For many people it is difficult to come to terms with or accept the idea that 'God is Love' when there is so much suffering in the world. Questions which have no clear answers, particularly about death and suffering, are called ultimate questions. They are questions that have always puzzled people. For Christians the answer is only to be found in the mystery of the Cross where they believe the love of God and the suffering of the world are brought together.

For discussion:

What do you think about the question of suffering?

Talk about all that you've learned about what people believe God might be like. Find a way to record your discussion:

GOD is ...

GOD IS LOVE
Activity
Sheet
1

Choose an object in the classroom and make three statements about it, like this:

It is a book;
It is smooth,
It is brightly coloured,
and it is full of words.

Now make these statements about yourself:

I am a book;
I am smooth,
I am brightly coloured,
and I am full of words.

Decide with your partner whether the description fits!

You might try several of these. Write one in the box below.

Now you are making metaphorical statements about yourself.

Here are some more metaphorical statements:

If I were a fruit,
I would be a strawberry,
firm for a while
but soft inside
and easily bruised

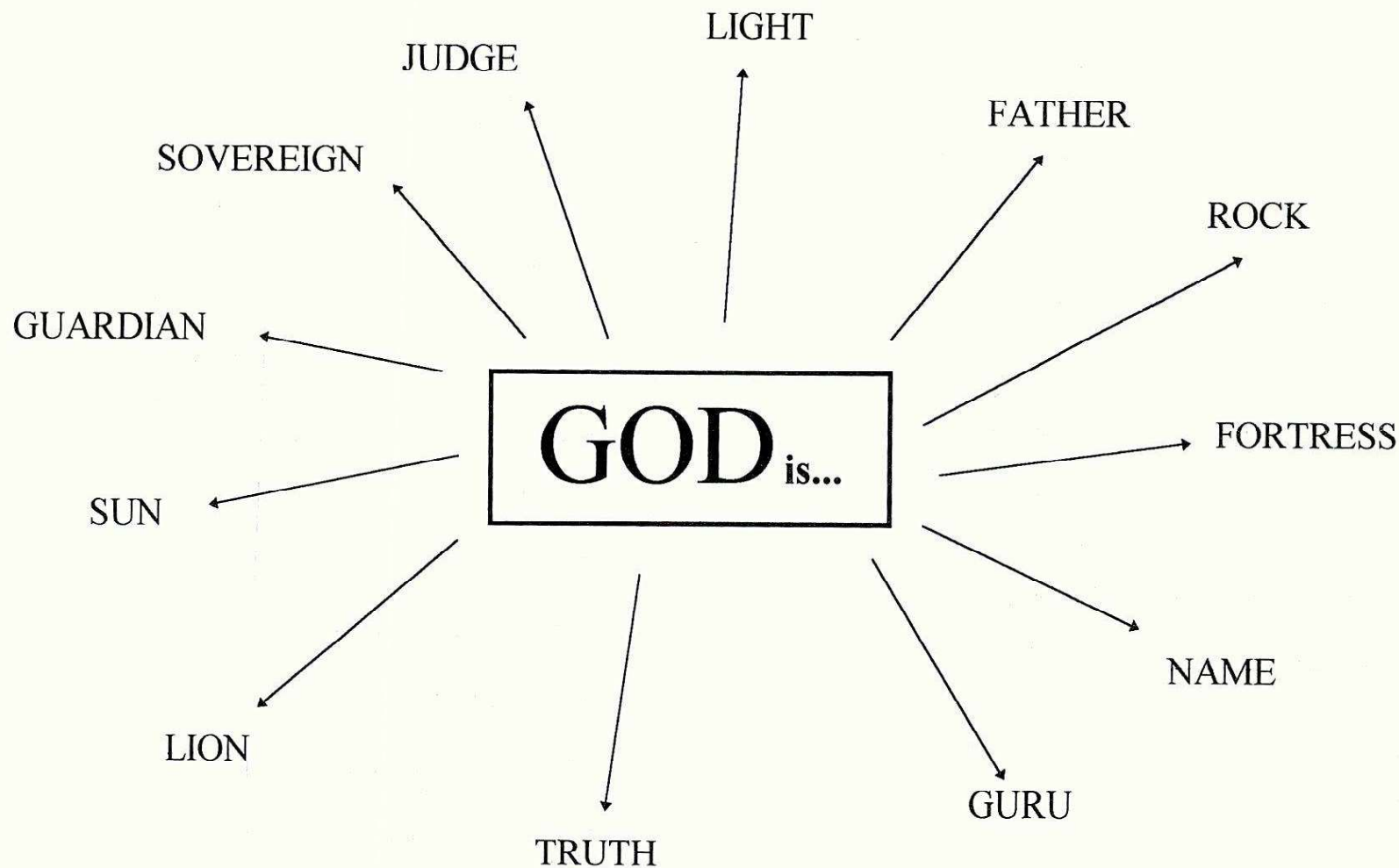
Now, with your partner, complete the following sentences:

- If I were a colour, I would be
- If I were an animal, I would be
- If I were a flower, I would be

Try changing the focus from yourself to:

- If life were a fruit, it would be
- If God were a fruit,
God would be

These are all metaphors for God:



In your group, talk about these metaphors.
Choose one of the metaphors and illustrate it in your own way.
Write your own metaphors for GOD.

GOD IS LOVE
Activity
Sheet
3

Activity Suggestions:

Teaching About:

GOD IS LOVE

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>FIND</p> <p>▷ 'God is Love' in 1 John 4: 7-12</p>	<p>MAKE</p> <p>▷ a spray diagram based on the words 'Love is...'</p> <p>FIND</p> <p>▷ 1 Corinthians 13 and add St Paul's ideas about love to your diagram</p> <p>WRITE</p> <p>▷ a poem called 'God is Love'</p>	<p>RESEARCH</p> <p>▷ the source of two of the other metaphors for God</p>

Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY	TOLERANCE
For some people God <ul style="list-style-type: none"> ▷ is love ▷ can only be described through metaphor ▷ cannot be understood ▷ understands suffering 	Answers to the dilemmas of life are found by some people through belief in God	Words can have symbolic meaning	valuing: <ul style="list-style-type: none"> ▷ difference ▷ certainty ▷ the power of words 	Who or what is God? How do people know?	People have the right to their own understanding of what God might be
GOD IS LOVE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF LANGUAGE	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	DAILY EXPERIENCE
metaphor ultimate questions mystery	exploring the nature of metaphor	What does God mean to me? What does 'Love' mean to me? What might 'God is Love' mean? What sort of person am I?	of: <ul style="list-style-type: none"> ▷ words ▷ ultimate questions 	awe wonder	It is natural to: <ul style="list-style-type: none"> ▷ have many ideas about God ▷ ask questions which cannot be answered

Key Stage 2 : Year 6

The Sanctus

The Sanctus is said or sung during the Communion Service or Mass in many churches. It comes immediately before the narrative of the Last Supper and the invitation. Classical settings of the Sanctus usually use the Latin words:

'Sanctus, Sanctus, Sanctus, Dominus Deus Sabaoth, Pleni sunt coeli in terra gloria tua, Hosanna In Excelsis.'

The translation, frequently used in worship, is:

'Holy, Holy, Holy, Lord God of Hosts, Heaven and earth are full of Thy Glory, Hosanna in the Highest.'

These lessons introduce pupils to church music in a tradition that they may not have encountered before, giving them an opportunity to appreciate its beauty and timelessness.

Lesson 1

- * *Introduce pupils to the Sanctus through a variety of recordings. Try to offer a wide range, including both ancient and modern settings and music from a variety of cultures. Focus pupils' listening on similarities and differences within the music. Play the recordings and invite them to comment on both the music and the words. Draw out from the discussion that the words are the same but the music is varied, covering a wide spectrum of period, culture and style. From ancient Gregorian chants to modern music, the Latin words are unchanged. Give pupils the Latin words and listen to some of the music again. Invite pupils to speculate on where the words might be sung and what they might mean.*

Use activity sheet 1 or 2 to give pupils an opportunity to translate some of the words of the Sanctus. (activity sheet 2 is designed to challenge more-able pupils).

Lesson 2

- * *Draw together pupils' investigations and produce a joint translation of the Sanctus. Refer to the story of the Call of Isaiah (see page 134) for the biblical source of the Sanctus. Use that story to talk about what the word 'holy' means.*

Use activity sheet 3 to involve pupils with the words of the Sanctus.

Invite pupils to share their work. Talk about the context in which the Sanctus is said or sung in preparation for Holy Communion. It is an exclamation of praise to the glory of God. Give pupils an opportunity to compose their own musical setting of the words.

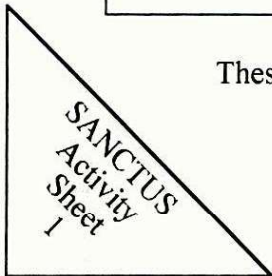
The title of the music is the 'Sanctus' which is a Latin word. Find the following words in a dictionary and write out their meanings:

Sanctuary

Sanctify

Sanctity

These words all come from the word 'Sanctus'. From these definitions, decide what you think the word Sanctus means?



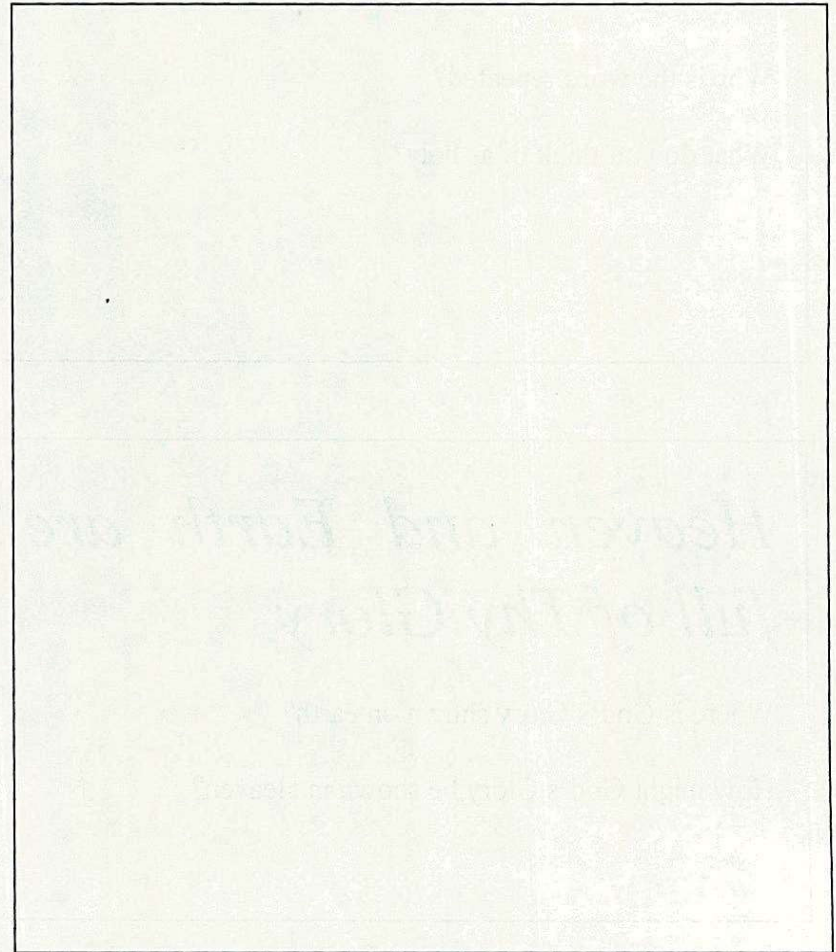
Sanctus, Sanctus, Sanctus
Dominus Deus Sabaoth
Pleni sunt coeli in terra gloria tua
Hosanna In Excelsis

These are the words of the Sanctus.

The language is Latin from which many English words developed.

Use a variety of dictionaries to help you to discover what these words mean. You will not find the exact words but you will find words that are similar, which will give you clues.

Write your translation in the box below.



SANCTUS
Activity
Sheet
2

Choose one of the phrases from the Sanctus and talk about it in your group:

Holy, Holy, Holy

Why is the word repeated?

What do you think of as holy?

Lord God of Hosts

What do these words tell you about what God might be like?

What are 'Hosts'?

Heaven and Earth are full of Thy Glory

Where is God's Glory shown on earth?

How might God's Glory be shown in Heaven?

Hosanna in the Highest

What do these words make you think of?

Where is 'Highest'?

What kind of a word is 'Hosanna!'?

Use the words you've chosen as the basis for a picture, a collage, a design or an acrostic or choose a single word and make a calligram.

SANCTUS
Activity
Sheet
3

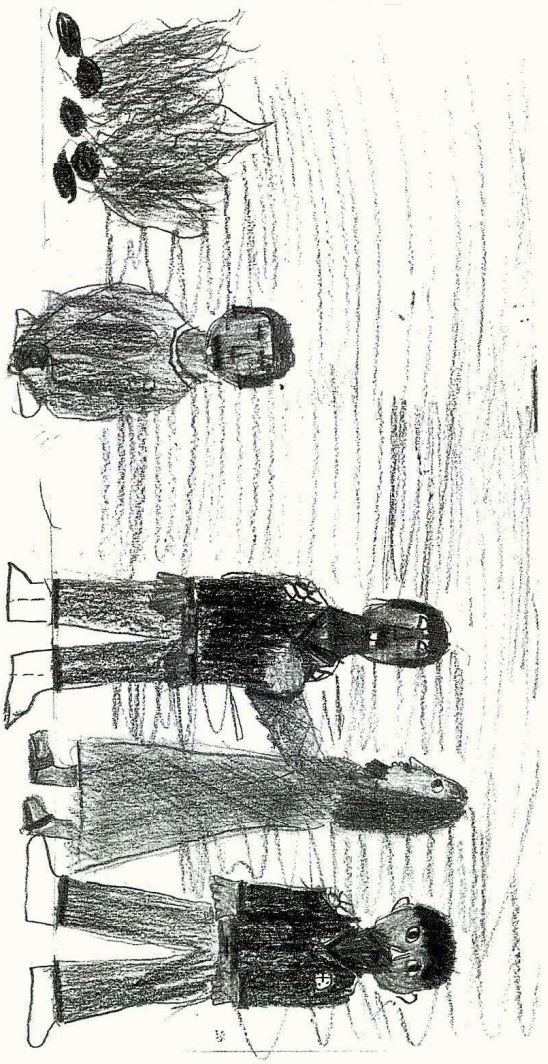
Potential C.A.S.E. Developments

Knowledge: CHRISTIAN TEACHING					
Concepts			Attitudes		
BELIEFS	COMMITMENT	SPIRITUAL DIMENSION	ENQUIRY	SENSITIVITY	ECOLOGICAL RESPONSIBILITY
For Christians, God: ▷ is holy ▷ is glorified in heaven and earth ▷ is to be praised through song	Believers worship God ▷ in song ▷ regularly	There is more to God than can be understood	What is God like? How might God's glory be seen? What is holy?	I have learned: ▷ how some believers worship and praise God	Christians believe: ▷ God is to be praised for creation ▷ God's glory is reflected in creation
THE SANCTUS					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF LANGUAGE	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
Sanctus sanctify sanctity holy glory Hosanna	Exploring: ▷ song ▷ words of praise	What is holy to me? What do I sing?	of: ▷ worship ▷ praise ▷ singing ▷ listening	joy wonder praise	

Resources:

For recordings of the Sanctus, see:
 Bach *Mass in B Minor* BWV 232 1977 CBS Records 79307
 Fauré *Requiem* EMI CFP 40234
 Verdi *Requiem* Mass Deutsche Grammophon 423-675/6.

Britten *War Requiem* Chandos DBTD 2032
 Lloyd Webber *Requiem*
 EMI TC ALW1 EL2702424
 (Sanctus is at end of the Offertorium)



Faith and Founders of Faith

AIMS:

- to engage pupils with stories of people of great faith and commitment
- to help pupils to appreciate the impact of faith on a person's life
- to raise pupils' awareness of the ways in which faith is expressed in action
- to promote pupils' spiritual and moral development

What is Faith & who are the Founders of Faith?

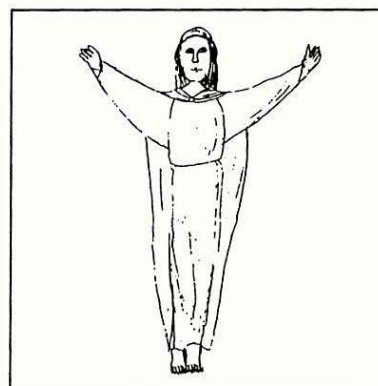
Faith is belief which is not dependent on proof. In all human beings, beliefs influence behaviour. In religious contexts faith is underpinned by belief in the divine and is expressed, sometimes in outstanding ways, through the lives of believers. People can be inspired through faith to take enormous risks, to make sacrifices, to live for others. Faith enables and strengthens individuals, gives courage and hope.

Founders of faiths are those remarkable historical figures who, because of their deep personal spirituality and their encounters with God, have drawn and influenced a following of believers, inspiring the foundation of an organised religion. The origins of all the principal faiths, with the exception of Hinduism, can be traced to such a person.

Why teach about Faith?

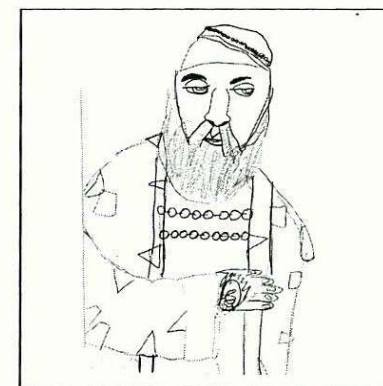
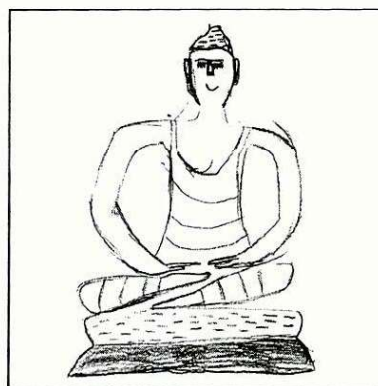
Whether pupils come from religious backgrounds or not, they need to be aware of the importance of faith in their own lives. Faith, of which religious faith **may** be part, is intrinsic to what it is to be human. This kind of faith, in oneself, in one's relationships, in a positive, hopeful approach to life develops from trust and confidence and a sense of self worth. It is nurtured, if the child is fortunate, in all aspects of his or her life. These stories of great religious faith help children to understand the importance and influence of beliefs on individuals' lives and invite consideration of life styles which are different from their own. Learning about founders helps to put traditions into

perspective, as well as extending pupils' knowledge of great religious people of the past and the present. The material is designed to encourage pupils to reflect on their own lives, on what influences and inspires or disappoints and distresses them.



What Jesus was like?

1. Jesus was kind and caring.
2. He shared everything he had.
3. He only does good things.
4. He doesn't believe in violence.
5. He doesn't like stealing or lying.
6. He doesn't like people polluting the earth.



Key Stage 2 : Year 3

Jesus in the Temple

Luke 2:41-51

The account of Jesus, at the age of 12, in the Temple in Jerusalem only appears in Luke's gospel. This is the only incident of his childhood which is recorded. Jesus' words to his parents indicate what lies ahead for them and for him but they also find echoes in the experience of pupils who are seeking to establish their own autonomy.

Lesson 1

- * *Invite pupils in small groups to brainstorm all they know about Jesus.*

This is a story about something Jesus did when he was 12 years old. It is the only story about his childhood which appears in the Bible and it comes in Luke's book.

Every year Jewish people went to Jerusalem to take part in a festival called the Passover. Jesus liked going with his parents and he especially enjoyed going into the Temple where everyone met to worship God and talk together. Every year it was the same. Jesus went with his parents and every year the same things happened. It was tradition.

One year, however, something happened that made the Passover Festival particularly memorable for Jesus' family. They had all gone as usual to Jerusalem. At the end of the visit the group from Nazareth gathered itself together to return. All was well until they stopped for the night. Jesus was nowhere to be found. Mary

and Joseph had not seen their son during the journey but that was not unusual; he was always talking to someone, somewhere. They had been sure he was with the group, travelling home, but he couldn't be found. When his parents began to ask people, they discovered that no one seemed to have seen Jesus since the time in the Temple. There was nothing for it but to go back.

You can imagine how Mary and Joseph felt as they retraced their steps to the city of Jerusalem. They went straight to the Temple and there, in the middle of a group of teachers and Elders, they saw their son. They watched him, talking with these important men and were amazed to see how everyone listened to what he had to say. Jesus was clearly very much at home here.

As mothers often are, Mary was cross. She had been so anxious and now the relief of finding her son took over. "We have been very worried about you," she said. "We looked everywhere for you but we couldn't find you. You knew we were going home. Why did you stay here?"

"Why were you worried?" Jesus asked. "Didn't you know that I had to be in my Father's house?"

“Why were you worried?” Jesus asked. “Didn’t you know that I had to be in my Father’s house?”

As they journeyed home, Mary had time to think. She tried to understand what Jesus had said.

For discussion:

What do you think would have happened if Jesus' parents had not returned to find him?

What do you think about what happened in the story?

What makes mothers and fathers cross?

Of all the people in the story, whose feelings do you understand best?

What is it like to be really absorbed in what you are doing?

When have you felt like that?

How does it feel to be lost?

Activity Suggestions:

Teaching About:

JESUS IN THE TEMPLE

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>ROLE PLAY</p> <p>▷ a dialogue between a mother and child who has been lost</p>	<p>DRAW</p> <p>▷ a series of pictures to tell the story of Jesus' family's visit to Jerusalem</p> <p>WRITE</p> <p>▷ a poem entitled 'Lost'</p>	<p>FIND</p> <p>▷ other Bible stories which deal with losing things:</p> <p style="padding-left: 20px;">The Lost Coin</p> <p style="padding-left: 20px;">The Lost Sheep</p> <p style="padding-left: 20px;">Joseph, lost to his father</p>

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	THE SPIRITUAL DIMENSION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL AWARENESS	SENSITIVITY
For Christians, God: ▷ is personal ▷ is to be worshipped Jesus: ▷ is the son of God	For believers, worship is a pleasure and a good activity to share	Jews keep the Passover Jesus wanted to be in the temple sharing his faith with others	are built on: ▷ trust ▷ forgiveness ▷ acceptance	valuing: ▷ companionship ▷ friendship ▷ time to worship ▷ respect for learning ▷ responsibility	I can: ▷ learn about other people's traditions ▷ appreciate that people may need to remember a difficult time in their history	I have learned: ▷ sometimes people forget they can cause worry ▷ everyone needs to ask questions and find out
JESUS IN THE TEMPLE						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS	
Passover temple festival tradition Jerusalem	with those who: ▷ lose someone ▷ are lost ▷ get so interested they forget the time	When do I share an important event with others? When have I caused someone to worry about me?	of: ▷ being listened to ▷ belonging ▷ being missed ▷ being loved ▷ sharing a wonderful experience		I can: ▷ share my ideas with others ▷ tell people where I am going	

Key Stage 2 : Year 3

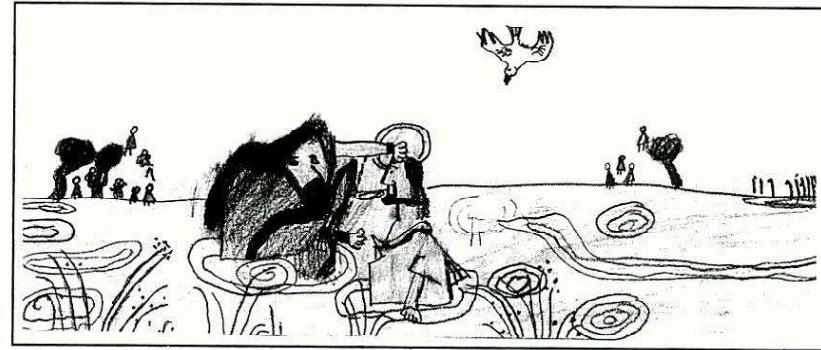
The Baptism of Jesus

Matthew 3: 13-17, Mark 1: 9-11, Luke 3: 21-22

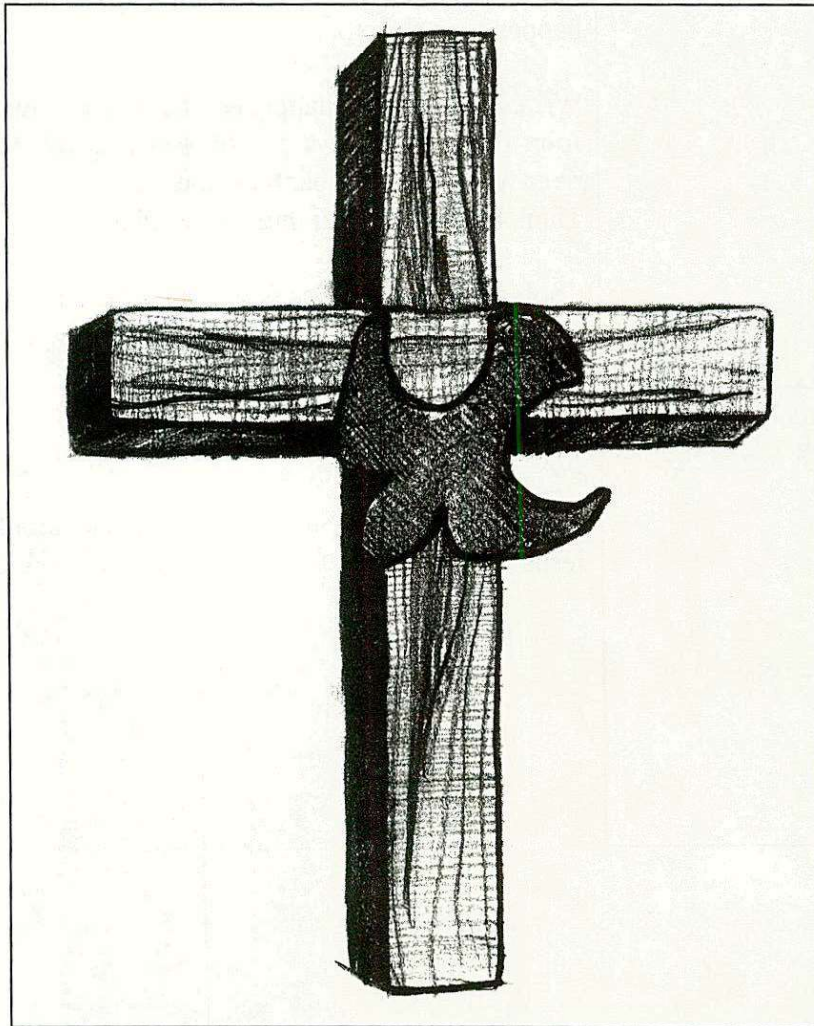
According to the gospel accounts of Jesus' baptism, it marked the beginning of his public life. It preceded a time of solitude and meditation when he endured temptation in the wilderness prior to beginning his ministry in Galilee. All three accounts detail the event as an affirmation of Jesus' identity; heaven opened for him, the Spirit of God settled on him like a dove and a voice from heaven claimed him as 'my own dear son'. The dove has become established as a symbol of the Holy Spirit.

* *The lessons suggested here are based on activity sheets which might be used as a development of earlier lessons on Jesus or on John the Baptist (Sacred Writings, page 74) or linked to lessons on baptism. It may be necessary to discuss the story when pupils have had a chance to find it.*

For activity sheet 3, make a variety of resource materials on baptism available to pupils to include believers' baptism as well as infant baptism.



Look at the picture and talk about what you can see.



The cross is made of wood and the bird on it is painted white.

What kind of bird might it be?

Talk about why a cross like this might have a bird on it. What is it saying?

The cross and the bird are both Christian symbols. A symbol is a kind of picture which holds a deeper message than you think. It says more than words can ever say.

Brainstorm what you think these two symbols are saying; draw the shapes and write your words inside them.

Talk about why the cross is more important than the bird.

Find the story of Jesus' baptism in the *Good News Bible*. It is in Matthew's Book, in chapter 3, and you will find it in the second part of the Bible, the New Testament, on page 6. If you have a Children's Bible, you might like to read the story in there too. Talk about the story with the other people in your group.

1.	2.
3.	4.

Draw some pictures to show what you think happened in the story.

Write about what happened, as if you were John the Baptist or a person standing by the river watching John baptising people. Think about how you might be feeling.

Look again at the cross with the bird on it.

What does it say to you now?

In what ways does it make you think about Jesus?

BAPTISM
Activity
Sheet
2

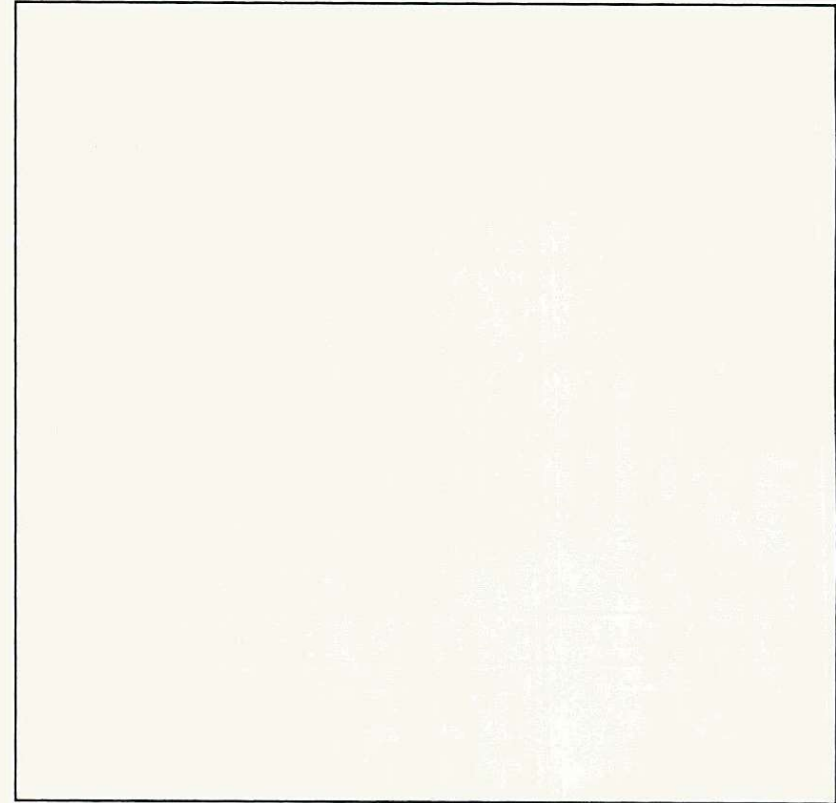
John invited people to come into the river to be baptised to show that they were turning away from their old lives and beginning a new life. The water is a sign of that new life.

Talk about why the water was important.

Find out how people who want to follow Jesus are baptised today.

How important is water in the sacrament of baptism today?

Draw a picture of a baptism:



Think about what there might be in your life that you would like to wash away if you could.

BAPTISM
Activity
Sheet
3

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH					
Concepts			Attitudes		
BELIEFS	COMMITMENT	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
For Christians, God: ▷ is spirit ▷ speaks to people	Jesus committed himself to God's purpose	The dove The cross Water	valuing: ▷ belief ▷ trust	What happened to Jesus? Why is this story still important to believers?	I have learned: ▷ that baptism is important to some people ▷ that baptismal water is believed to wash away sins
THE BAPTISM OF JESUS					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
baptism baptise sacrament symbol	With those who: ▷ have been baptised ▷ would like to be baptised ▷ feel they do not belong	When have I: ▷ experienced a memorable occasion? ▷ been chosen to be special?	of: ▷ being chosen ▷ putting one's own welfare and life into another's hands ▷ feeling clean and refreshed ▷ being loved and cared for	excitement anxiety joy	

Key Stage 2 : Year 3

Abraham

Genesis 12-25

Abraham is the first of the patriarchs, the fathers of Judaism. He is thought of as the founder of the faith though many leaders and prophets contributed to its establishment throughout the history of the people of Israel. He is more widely considered to be the founder of monotheism and is thus an important figure for Christians and Muslims also.

According to the Genesis account, Abram, as he is first called, was a direct descendant, after nine generations, of Shem, son of Noah. He was born into a polytheistic culture in the small town, Ur of the Chaldees, in Babylonia near the Persian Gulf, around 2,000 BC/BCE. He became a rich businessman, moving his family to the city of Haran in the far north of Mesopotamia.

After an encounter with the one God in whom he put his faith, Abraham rejected the beliefs and practices of his people. He embarked on a great journey, to settle in the land of Canaan where God revealed the promise of a great nation to come.

These lessons contribute to pupils' understanding of the chronology of the Bible and the importance of tradition in the identity of a great people.

Lesson 1

Abraham and the idols.

Lesson 2

God's promise and the journey to Canaan (Genesis 12:1-9).

Lesson 3

A son in old age (Genesis 18: 1-16).

Lesson 4

The birth of Isaac (Genesis 21: 1-9).

Lesson 5

God tests Abraham (Genesis 22: 1-19).

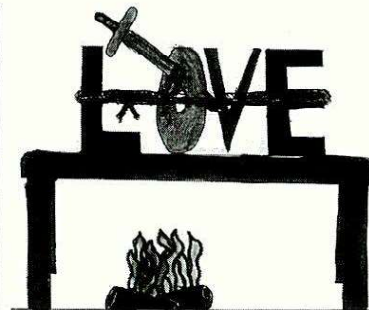
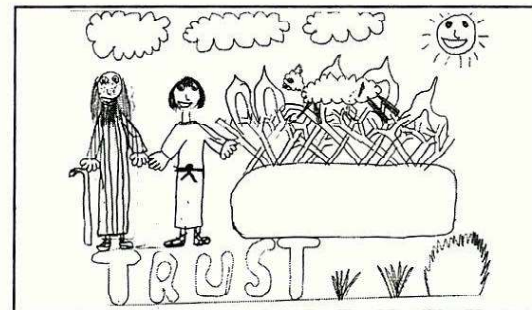
Activity Suggestions:

Teaching About:

ABRAHAM

Number of lessons: 5

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none"> ▷ your family tree ▷ a collage or embroidery showing stars in the sky 	<p>DRAW</p> <ul style="list-style-type: none"> ▷ a picture of Abraham and his family getting ready to move <p>RECREATE</p> <ul style="list-style-type: none"> ▷ the story of the visitors, using a picture strip <p>WRITE</p> <ul style="list-style-type: none"> ▷ the letter Sarah would send to tell her friends about her baby Isaac 	<p>RESEARCH</p> <ul style="list-style-type: none"> ▷ some of the star constellations



Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	SOCIAL RESPONSIBILITIES	SENSITIVITY	TOLERANCE
There is only one God. God is to be: ▷ trusted ▷ worshipped ▷ obeyed	Religion: ▷ can unite people ▷ can demand sacrifice ▷ influences how people behave	Abraham rejects his beliefs in other gods and accepts one true God. He obeys every command, even being prepared to sacrifice his own son. He goes where God sends him and does God's will.	are built on: ▷ co-operation ▷ trust ▷ obedience ▷ caring and loving ▷ self denial	I can: ▷ co-operate ▷ be trust-worthy ▷ care for my family ▷ listen to others	I have learned that: ▷ having your own place to live is important ▷ giving hospitality shows interest and caring	People have a right to worship People have a right to look for a new home People have a right to find their own place in the world.
ABRAHAM						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS	
faith beliefs sacrifice	with those who: ▷ are told to leave home ▷ have not got a permanent home ▷ who get a valuable and unexpected gift	When have I been told to leave a place I am very fond of? When have I found some exciting news hard to believe? What would I be prepared to sacrifice?	of: ▷ being included ▷ asked to do a special task ▷ making a sacrifice		excitement fear disbelief joy sadness pride	

Resources:

For the story of Abraham and the Idols see:
 Sheridan (1987) *Stories from the Jewish World* Macdonald

For other episodes in Abraham's life see: Kossoff (1981) *Bible Stories* Collins

Key Stage 2 : Year 3

Guru Nanak (1469-1539)

Nanak was the founder of Sikhism and was given the title 'guru' after his call to God's service. The word 'guru' means teacher. Nanak was born in 1469 AD/CE to Hindu parents in the Punjab, in north east India. At ten years of age he refused the sacred thread ceremony because he could see, between his own Hindu background and the ruling Islamic influence in his country, the futility of outward religious ritual. He valued faith and inward expressions of belief. His quiet meditative approach to worship gained him followers, or 'disciples' which is what the word 'Sikh' means.

These lessons give pupils a chance to consider a world beyond the physical, transcending material possessions.

Lesson 1

* *Begin by showing pupils a picture of Guru Nanak and invite their responses to it.*

What kind of man do you think he might be?
How is he dressed?
What do you think he might be thinking?

This man lived about 500 years ago. He was born in the country we now call Pakistan and his parents were religious people. They wanted their son to grow up to be a good Hindu but Nanak did not respond to them in ways they had hoped or expected. From his earliest days people felt there was something about Nanak which made him different from other children.

When he was seven years old his father said he must go to school. Nanak's father was a business man and he wanted his son to be well educated so that he could help him in the business. So Nanak was taken to a teacher who had a fine reputation.

"Teach Nanak," his father said to the teacher and the teacher agreed. For one day Nanak paid attention to what his teacher said; he watched as his teacher wrote on the wooden slate and he answered all his teacher's questions. The next day Nanak was silent. He looked around.

"Why aren't you paying attention?" his teacher asked the little boy.

"What is it that you know that you want to teach me?" asked Nanak.

"I have studied everything and I can teach you all you need to know about buying and selling, about accounting and about the sacred writing of our religion," the teacher replied.

“But these subjects are all useless,” exclaimed Nanak. “Look at your pen and ink. What are they made of? The ink is made from soot and the pen from a reed, and what they write is worthless. Let love be your pen and your ink and write the Name of God. Write it on your heart. That’s the way to find peace.”

The teacher was amazed.

“Who taught you to talk like this?” he asked.

“Teacher” said Nanak, “that is not important. All that matters is to love God in your heart and to worship God with all your soul!”

For discussion:

How do you think Nanak’s teacher felt?

What would you have thought if you had been at school with Nanak?

What do you think is worth learning?

Who surprises you with what they know?

Lesson 2

Nanak surprised people all his life by what he said and what he did and the amazing things that happened to him. He hated the arguments going on in his country about the right way to worship God because he believed it simply didn’t matter what anyone did or said to worship God. The only thing that mattered was how a person felt inside and how close to God a person could be. So Nanak lived a simple life, without possessions or money.

Nanak called the people who followed his ideas and joined him in worship his ‘sikhs’ which, in the language he spoke, meant ‘disciples’. That word has come to be used to describe all those people all over the world who follow his teaching today. They don’t worship Guru Nanak but they love and respect him as a great teacher and leader. They worship God.

Many of the stories about Nanak are full of mystery and cannot be explained. Mystery surrounds his death too. When Nanak became very old and knew he would die, his Muslim friends wanted to bury his body and his Hindu friends wanted to burn it, each according to their own traditions.

They argued and couldn’t agree. So Nanak ordered them to put flowers on either side of him when he died with the promise that the group whose flowers stayed fresh could dispose of his body.

When their beloved master died they did just as he had told them. They laid their flowers either side of him. The story says that when they returned to dispose of this body they discovered all the flowers still fresh and no sign of Nanak’s body. It had disappeared, so there was nothing to argue about any more. All they could do was wonder!

For discussion:

What do you wonder about in that story?

What can you think of that is a mystery to you?

What would it be like to live without possessions?

Activity Suggestions:

Teaching About:

GURU NANAK

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LISTEN</p> <ul style="list-style-type: none"> ▷ to one of Guru Nanak’s psalms being sung and read a translation of the words 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ Guru Nanak’s name in beautiful writing and decorate it ▷ about what makes a good teacher <p>RECORD</p> <ul style="list-style-type: none"> ▷ what you think is worth learning and why it is important ▷ three things that Guru Nanak said or did 	<p>ASK</p> <ul style="list-style-type: none"> ▷ members of your family what they think is worth learning and why <p>FIND OUT</p> <ul style="list-style-type: none"> ▷ the names of other Sikh Gurus

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITHS						
Concepts			Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	ENQUIRY	SENSITIVITY	TOLERANCE
For Nanak, God: ▷ was to be worshipped ▷ was to be loved from the heart	Religion: ▷ influences the way people behave ▷ causes people to argue sometimes	Nanak committed himself to God's service and a life of simplicity	valuing: ▷ what cannot be explained ▷ learning	Is there a right way to worship God?	I have learned that some people love and honour their teacher who teaches them about God	People have a right to worship God in their own way
GURU NANAK						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS	
soul disciples mystery	with those: ▷ caught in conflict ▷ who value simplicity ▷ who learn ▷ who wonder	What do I enjoy learning? What is a mystery to me?	of: ▷ learning ▷ loving ▷ finding peace ▷ living simply		confusion wonder awe love	

Resources:

Pictures of Guru Nanak and other Sikh artefacts can be borrowed from the RE Resources Corner at Chapel Fields Centre or purchased from: M&S Sohal & Sons, 155 Soho Road, Handsworth, Birmingham 0121 554 1635

For a recording of Psalm 150 from Guru Granth Sahib see 'Nanak's Song' in: Grimmitt et al (1991). *A Gift to the Child: Religious Education in the Primary School* Simon and Schuster. (Now carried by Stanley Thornes.)

Key Stage 2 : Year 3

Gladys Aylward

Gladys Aylward (1902 - 1970) was a Christian missionary, famous for her work in China. She was a woman of extraordinary courage and vision. Her story is one of supreme trust in God.

Lesson 1

Can you imagine how difficult it would be to learn to speak and write Chinese? One person who badly wanted to be able to do both was a woman called Gladys Aylward. This is her story:

“I’m very sorry but you will have to leave the China Mission Training School because you haven’t been able to learn enough Chinese!” Those words fell on the young woman’s ears and her heart sank. She was very disappointed. She had tried her hardest and she was sure that God wanted her to go to China but somehow she just couldn’t learn the language. Gladys didn’t know what to do but she had to earn a living so she got a job as a parlour maid in a private house in Belgravia in London.

When she arrived, Gladys looked round her tiny room at the top of this enormous house. There was a narrow bed, a wash stand with a basin and a water jug and a small chest of drawers. She had little luggage and few possessions but she had brought her Bible and a book called *Daily Light*. She emptied her purse onto the chest of drawers. Out fell a few copper coins which Gladys scooped up and held in her hand. With the other hand she picked up her Bible.

“Oh God, please use us. I’m here with my Bible and my money

and we are ready, please use us!”

Just as she finished her prayer Gladys heard her name being called. It was one of the other maids with a message from the lady of the house. Gladys was to go to her straight away. When she got to the parlour her new mistress asked Gladys how much money she had spent on the bus fare when she came to her new job. The lady of the house told Gladys that she always paid for her servants’ first journey to the house. She unlocked a cash box and gave Gladys three shillings.

Gladys climbed the flights of stairs back to her room holding in her hand not copper coins but bright gleaming silver ones. She now had ten times as much money as she’d had when she prayed. To Gladys it seemed that God was showing her how he could multiply anything she gave him and that with help like this it wouldn’t be very long before she could pay her own way to China.

Gladys worked on her days off, helped at evening parties and saved every single penny. She found out that the cheapest way to get to China was on a train which took three weeks and would cost £47.10 for a single ticket. Each week she took her savings to the travel agent.

The last problem of where to go in China was solved when a friend told her of a missionary called Mrs Lawson who was praying for a helper to join her.

Gladys thought the day would never come when the precious one-way ticket would be hers but eventually, on Saturday 15 October 1932, she started off on her long awaited journey to China.

For discussion:

What do you think is making Gladys so determined to go to China?

If you were leaving on a long journey what would you take with you?

Where would you travel to and why?

What are the things you would miss most?

Lesson 2

Gladys is on her way to China. How do you think she is feeling?

Gladys knew her journey to China would be long and uncomfortable but it turned out also to be very difficult and at times dangerous. Eventually, several weeks later than she expected, she arrived at the Mission in Yang Cheng where she started working with Mrs Lawson, the missionary. Gladys spent hours learning the language by listening to Chinese people and she was soon remarkably fluent. All went well. Gladys loved her work and she loved the Chinese people. Then, one day old Mrs Lawson suddenly died and the money to run the mission was cancelled. Gladys had no idea what she was going to do. The job she was eventually given surprised even her.

Life in China was very different from life in England. There was one ancient tradition, still being carried on in thousands of small villages, although it had been outlawed many years earlier. It was the practice of foot-binding. Small feet had become a fashion. Young men wanted wives with small feet so the feet of Chinese girl babies were wrapped in bandages. The toes were squashed together and folded underneath the foot whilst the bandages were pulled tight. It was very painful but the girls wanted husbands and some how they put up with the pain.

The Chinese had a rule that no one should see unclothed feet, not even when they were being washed so, although Magistrates all over China were directed by the Government to see that foot binding was abolished, it was going to be a very difficult job. The Magistrate in Yang Cheng was puzzling over the problem. How was he going to enforce the law? Who was there in Yang Cheng who enjoyed a challenge? As he considered the problem he thought of Gladys. And that is how Gladys was able to start her missionary work among the women and girls of China. As the Official Foot Inspector, she had the authority to go into any home and speak to the ladies of the household about anything she liked as long as she enforced the law forbidding foot-binding. She learned how to make friends with the women by watching them work, talking about their children and eventually by telling them Bible stories. They not only stopped binding up their girls' feet but some came to follow Jesus.

For discussion:

What do you think about what happened to Gladys?

What kind of person must she have been?

In what ways did she know she was an unusual person?

Lesson 3

- * *Begin by sharing pupils' information about China. Recall the story of Gladys Aylward.*

In 1937, China was attacked by Japan. At first the war didn't seem too serious but by 1940 Yang Cheng was likely to be taken over. Chinese boys were being made to join the Army and parents of the boys and girls wanted to protect their children from the war. The only way was to get them far away from the war zone. Gladys was often asked to care for orphaned babies and toddlers but now she was asked to take responsibility for older children as well.

She decided she had to get this large group of children to safety in Sian. It would be a long and dangerous journey across open country, wide rivers and high mountains. At first, as they set off, every one was excited and travelled in high spirits. At night they slept out in the open, huddled together for warmth. But their food ran out on the third day and they had to start begging at the little villages. Gladys got news of the war and was told the Japanese Army was getting closer. In a few days they would come to the Yellow River. Would they get there, she wondered, before the soldiers?

As the days passed the group travelled more slowly. The children were always hungry and very tired now. Excited laughter had been replaced by tears, leaping and jumping by slow trudging and long, weary rests. Gladys was always looking for ways to cheer up the children. She encouraged them to sing as they walked and she persuaded the older children to give the younger ones rides. She almost always had one or even two children on her back or in her arms.

When they reached the Yellow River there was no one to take them across. The village was deserted and the ferry man had left. Gladys and the children were extremely disappointed. They spent the night by the side of the river and Gladys thought about how God had helped Moses to lead the Israelites safely out of Egypt. The older children also knew the story and asked Gladys why God didn't open the Yellow River and let them pass. Gladys felt tired, small and helpless. She had done everything she could possibly do and she knew now she had to ask God to take over completely. She prayed and then she lay down exhausted. How long she lay there too exhausted to move, she didn't know, but screams of excitement made her wake up with a start. As she looked around her she saw a Chinese soldier approaching.

"I will get you a boat," he said. "The children have explained who you are and where you've come from. You must hurry and get across now."

A little boat appeared and took the children, a few at a time, across to the other side of the river. This was their big step to safety.

For discussion:

What do you think about what happened to Gladys and the children?

What was it that helped Gladys to make the journey?

What have you ever found hard to do?

When have you had to make a difficult decision?

What helps you go on with something really difficult?

Activity Suggestions:

Teaching About:

GLADYS AYLWARD

Number of lesson: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>FIND</p> <ul style="list-style-type: none">▷ China in an atlas or on a globe and estimate how far round the world Gladys travelled▷ Yang Cheng, Sian and the Yellow River	<p>IMAGINE</p> <ul style="list-style-type: none">▷ you are Gladys Aylward and write a letter home telling your family what happened when you arrived in the big house in London <p>WRITE</p> <ul style="list-style-type: none">▷ a letter home from Yang Cheng explaining what happened after Mrs Lawson died	<p>FIND</p> <ul style="list-style-type: none">▷ pictures of people dressed in traditional Chinese clothes▷ out all you can about China

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	THE SPIRITUAL DIMENSION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL AWARENESS	TOLERANCE
Christians believe God: <ul style="list-style-type: none"> ▷ calls people to work ▷ answers prayers ▷ can multiply any offering ▷ works through ordinary people 	Gladys relied on God to enable her to fulfil her mission to China	Gladys committed herself to God's service in China	are built on: <ul style="list-style-type: none"> ▷ trust ▷ selflessness ▷ faith 	valuing: <ul style="list-style-type: none"> ▷ sacrifice ▷ courage ▷ cheerfulness ▷ friendship ▷ dedication 	I can: <ul style="list-style-type: none"> ▷ give things up ▷ be cheerful when things are difficult ▷ make friends 	I have learned that some people give up everything to serve God
GLADYS AYLWARD						
Skills			Exploration of Human Experience			
REASONED ARGUMENT	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	RESPONSIBLE RELATIONSHIPS		
What would I make a long journey alone for? What would I do if I were asked to take charge of a difficult situation?	with those who: <ul style="list-style-type: none"> ▷ feel called to do a particular job ▷ feel alone ▷ have to run away ▷ feel God has answered their prayer 	When have I felt unwanted? When have I wondered what will happen next? When have I felt something miraculous has happened?	of: <ul style="list-style-type: none"> ▷ feeling called ▷ feeling guided ▷ being brave in difficult situations 	I can: <ul style="list-style-type: none"> ▷ study and learn ▷ try to understand people from different cultures 		

Key Stage 2 : Year 4

The Temptations of Jesus

Matthew 4: 1-11, Mark 1: 12-13, Luke 4: 1-13

In all of the gospel accounts, the testing of Jesus follows his baptism and is a time of preparation for his ministry which is to begin in Galilee.

This story offers pupils an opportunity to reflect on ways in which they are tempted and to think about how they deal with temptation. This is an essentially personal issue and one on which it is good to encourage pupils to reflect perhaps without the need to share or record their thoughts.

Lesson 1

Imagine a hard, hilly, stony place where there are no trees and no people and nothing to eat. There's probably no shelter from the heat of the day or the chill of the night. This is a miserable place, not a good place to be, even for a short time. Now imagine being there for six weeks....

That's the kind of place the Bible says Jesus went to after his baptism and where he stayed for forty days and nights. He went to be alone and to think and pray. Perhaps he knew his life was going to change because he was about to begin his time of teaching and healing. This is the time that led up to his death; it is called his ministry.

But before he could start that new life he had to face three tests. The first was the voice he heard, tempting him to turn the stones

beneath his feet into bread to eat. He was hungry but he turned away saying:

“The scripture says, ‘Man cannot live by bread alone but by every word that God speaks’.”

The voice came again telling Jesus that he could have power over all the kingdoms of the world if he would just worship the devil.



“The scripture says,” Jesus answered “Worship the Lord your God and serve only him!”

The voice came a third time and this time Jesus could see the whole of Jerusalem below him. It felt as if he was standing on the very top of the Temple.

“Go on,” the voice whispered, “throw yourself off here and God will order his angels to protect you!”

“The scripture says, ‘Do not put the Lord your God to the test’.”

And Jesus turned his back on the voice that had tempted him.

For discussion:

Whose voice do you think Jesus heard?

What do you think of when you hear the word ‘devil’?

Why do you think Jesus gave the answers he did?

What was the ‘scripture’ he was quoting?

How does it feel to be really tempted?

How do you deal with temptation?

When have you heard the word ‘temptation’ before?

Activity Suggestions:

Teaching About:

THE TEMPTATIONS OF JESUS

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none"> ▷ a collage of present day temptations ▷ a collection of tempting words <p>BRAINSTORM</p> <ul style="list-style-type: none"> ▷ a list of TV advertisements and decide what temptations each one makes 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ your own account of the temptations of Jesus ▷ a temptation you have experienced 	<p>FIND OUT</p> <ul style="list-style-type: none"> ▷ from members of your family what they felt tempted to do when they were small <p>WRITE</p> <ul style="list-style-type: none"> ▷ a poem using your collection of tempting words

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	THE SPIRITUAL DIMENSION	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SENSITIVITY	TOLERANCE
Jesus believed: <ul style="list-style-type: none"> ▷ in what scripture taught ▷ in worshipping God ▷ in serving God 	Religion: <ul style="list-style-type: none"> ▷ gives guidance on how to behave ▷ influences people ▷ can help when making difficult decisions 	There is more to life than: <ul style="list-style-type: none"> ▷ food and drink ▷ having human power ▷ testing God 	are built on: <ul style="list-style-type: none"> ▷ trust ▷ courage ▷ self awareness ▷ love 	valuing: <ul style="list-style-type: none"> ▷ quietness ▷ time to think ▷ refusal to be tempted 	I have learned that: <ul style="list-style-type: none"> ▷ scriptural teaching is important to some people and it guides their lives ▷ everyone can be tempted ▷ it takes courage to say no to temptation 	People have a right to: <ul style="list-style-type: none"> ▷ fight against temptation ▷ choose to be alone ▷ spend time in prayer
THE TEMPTATIONS OF JESUS						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		DAILY EXPERIENCES	
ministry baptism temptation scripture worship Jerusalem Temple	With those who: <ul style="list-style-type: none"> ▷ are in a miserable place ▷ have to face a difficult time ▷ are tested 	When do I feel tested? Whom do I trust? How do I react to temptation?	of: <ul style="list-style-type: none"> ▷ dealing successfully with temptation ▷ feeling supported in times of trouble 		It is natural: <ul style="list-style-type: none"> ▷ to want food and drink ▷ to want power ▷ to test peoples' commitment 	

Key Stage 2 : Year 4

Moses

These lessons draw on pupils' earlier learning about Moses, and create opportunities to explore children's own ideas about obedience and commitment and, more significantly, about disappointment.

Lesson 1

We have heard about Moses before. What can you remember about him?

What was he famous for?

* *Draw from children the story of the birth of Moses and his calling by God.*

Moses led the people out of slavery. Do you remember? Well, the people of Israel were delighted! They were free at last; they were released. There were no more Egyptians to tell them what to do. They sang their happiness in songs of joy. But, human nature being what it is, their feeling of happiness didn't last. As Moses led them out into the barren desert, the Israelites began to moan. They had been in the wilderness for three days and they were running short of water. Small groups began to gather to complain about Moses and how he led them into this dry hot land and how dreadful it was.

Suddenly a cry went up.

"Water! We can see water!" The people rushed towards the pool.

But their hope turned to despair as the first ones to get there realised it was undrinkable. They were furious to have their hopes dashed and they turned their anger on Moses.

"What shall we drink?" they demanded. "We cannot survive without water."

Moses looked at their faces and knew he had to do something, but he couldn't think of any solution. So he prayed.

God showed Moses a tree and told him to throw it into the water so that the water would be drinkable. It worked! And the people were happy, but for how long?

When they moved on it didn't take long for the people to start complaining again. They turned against Moses once more.

"This life is dreadful" they said to each other. "It would have been better for us to have died in Egypt; at least there we had meat to cook and water to drink and we could make as much bread as we wanted." They all agreed. It seemed that Moses had brought them here so that they could die of hunger.

Moses knew that they were getting angry and he did the only thing he could; he prayed. Once again God answered his prayers and showed him the solution.

Moses gathered all the people together and told them that God had heard their murmurings and complaints.

“In order that you remember that it was the Lord who brought you out of Egypt, he will give you meat to eat in the evenings and bread in the mornings.”

As Moses and Aaron spoke, a cloud appeared on the horizon to show that the Lord was with them. But the people didn't know what to make of Moses' message. How could God provide meat and bread in such a place as this? But that evening a flock of birds called quail flew down into the camp and in the morning dew lay round the tents. When the dew was dried in the sun the people noticed that the ground was covered with a fine flake-like fluff.

“What is it?” they said to each other.

“It's the bread which the Lord has given you to eat” said Moses. “Now God commands that you gather as much as you need each morning but you must not gather more than you can eat yourself.”

Of course some of them didn't trust God or Moses and they tried to take more than their fair share, but it did them no good because by the end of the day it had gone rotten and was alive with worms.

Every morning the Israelites gathered the food but on the sixth day they gathered twice as much so that on the seventh day they had no need to gather food at all. As God commanded them, they

rested. Strangely, this food did not go rotten and there were no worms in it. The people noticed that on the seventh day, as they got up, there was no food for them on the ground.

The Israelites called this food manna; it was just like white coriander seeds and tasted like sweet wafers made with honey. So the people of Israel ate manna for 40 years.

For discussion:

What do you think about the way the Israelites were fed?

Why do you think the people changed so quickly from rejoicing to complaining?

What do you complain about?

Where in the world are people short of food and water today?

Lesson 2

Moses led the people through the wilderness for many years until they came close to the land of Canaan. They camped nearby and Moses sent men out to find out what the land of Canaan was really like. The people waited in hope. Perhaps this was the land which God had promised them; maybe at last they had arrived at their new home. They waited.

At last the men returned. They reported to Moses and to all the people.

“We skirted round Canaan and from what we saw it's certainly a marvellous land,” they said. “It flows with milk and honey and we have even brought back some of its fruit. Its soil is fertile and

is in a good position. But we have to tell you that the people who live there look very strong and the cities are well defended and vast.” The people listened with mixed reactions to this news. A man called Caleb was ready to act.

“Let us go at once and attack,” he said “we are well able to occupy Canaan and we can win against these people.”

But the men who had been into Canaan were not so sure. “We cannot fight these people,” they said. “They are certainly stronger than we are. We wouldn’t stand a chance. The people we saw were huge and we are like grasshoppers in comparison. It’s hopeless to think of victory.”

The Israelites listened to this news in silence; all their hopes were dashed. They had travelled all this way and for so long only to face defeat and death.

“If only we had died in Egypt,” they said “or even in the wilderness. Why does God bring us to this land of promise so that we may now die? They will kill our wives and children. We might as well go back to Egypt. It’s hopeless.” There were sounds of agreement from the crowd.

“Yes! We need to choose another leader and go back to Egypt,” the murmurings went on. “We are wasting our time here. We don’t want to die.”

Moses looked in despair at the people. Had they really come this far only to turn back? Then Joshua spoke.

“The land which we saw is an excellent land. If God means us to have the land he will bring us into it. Do not rebel against the Lord. Do not fear the people of Canaan. Just trust in God.”

But in their disappointment the people didn’t listen. They continued to rebel against Moses and against God. Again Moses did the only thing he could do; he prayed. But God was angry with the Israelites.

“How long will these people murmur against me?” God said to Moses. “Say to them that they must return to the wilderness until they learn to trust me. Because of their rebellion none of them will now enter into the Promised Land; their children will have that joy. You will now return to the wilderness for another 40 years.”

Moses’ heart sank for he knew that this meant he would never enter into the Promised Land either but he also knew that the Israelites were not ready to move on anyway. With a heavy heart he went to tell the people about God’s judgement.

For discussion:

How do you think the people will react?

What words would you use to describe how Moses must be feeling?

What sort of leader do you think Moses is?

When have you felt dreadfully disappointed about something?

How did you deal with your disappointment?

Lesson 3

Moses began to climb the mountain. He could still hear the chatter of the people going about their business in the camp. Few of them knew, as he did, that this journey to the top of the mountain would indeed be his last. As he trudged on, the sound of voices faded, slowly being replaced by the silence of the mountain. Moses could still see the people moving around but no longer could he distinguish individuals. Those people.... he had lived side by side with them for so many years, known most of them from their birth, laughed with them, suffered with them.

He had brought their parents out of slavery in Egypt all those years ago and led them through the wilderness to the Promised Land, only to be sent back into the desert again for another 40 years. What a disappointment! He had so wanted to enter God's Promised Land, to celebrate with the Israelites as they received God's blessing at last but he knew it was not to be. To endure all those years of hardship and not to receive the reward.... Moses looked out from the mountain across at the Promised Land. It still looked as beautiful as it had done 40 years ago; it was fruitful and full of hope. He thought with pride of Joshua, the new leader of the Israelites. He had served Moses well and had many qualities of leadership. Moses now had no worries about the future of the people with Joshua to lead them and the promise that God would not fail or abandon them. He was leaving them in safe hands.

Moses sat down. He could still see the people below him and he silently said goodbye to them. He knew God was very near as indeed he had always been throughout the whole of his long life. He didn't feel tired any more; he almost felt happy. He knew he was going to his true home at last.

For discussion:

Where do you think Moses is going?

How do you think the people will react when they learn of Moses' death?

What makes a good leader?

What would it be like to settle in a new home after so many years of living like nomads?

A disappointment in life

The disappointment in my life was when I found out that my brother had arthritis. I was disappointed because I wanted a fit and healthy brother that I could have races with him and more. Now I know about it more than I used to I would do anything to get rid of it.

disappointments

One day I was arranged to come to my house. I was very disappointed when I came out of school and I saw he brother come to pick him up. I got home I went straight up to my room for a couple of hours.

weeks ago after drama (George)

Activity Suggestions:

Teaching About:

MOSES

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none">▷ some biscuits or bread and share them round so that everyone has some <p>DRAMATISE</p> <ul style="list-style-type: none">▷ the story of sending the spies and hearing their reports▷ the grumbling complaining Israelites and Joshua's courageous speech	<p>RECORD</p> <ul style="list-style-type: none">▷ the story of the early days in the wilderness as though you were an Israelite <p>WRITE</p> <ul style="list-style-type: none">▷ about how Moses had helped the Israelites and what you think he should be remembered for▷ about a disappointment in your life	<p>FIND OUT</p> <ul style="list-style-type: none">▷ what happened to the Israelites under Joshua's leadership▷ about the land they inherited and what it is today

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY	ENQUIRY
God ▷ calls ▷ is all powerful ▷ judges ▷ promises ▷ delivers	Religion ▷ can determine where people live ▷ keeps people together	Moses ▷ trusted God ▷ served God	are built on: ▷ trust ▷ sharing of responsibility ▷ a positive attitude	valuing ▷ leadership qualities ▷ waiting time ▷ a fulfilled promise	Where did the food come from? How did Moses live so long?
MOSES					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE
Israelites Promised Land	Why did the people obey God in the story? Why do people obey God today? What does faith in God mean?	With those who: ▷ are homeless ▷ are disappointed ▷ are always grumbling	How do I deal with disappointment? What do I complain about?	of: ▷ fulfilling a goal ▷ finding one-self	It is natural to: ▷ have disappointments ▷ find it difficult to be patient ▷ grumble

Key Stage 2 : Year 4

Muhammad

Muhammad is the most revered of all the prophets in Islam; his message is believed by Muslims to be the final revelation, the last word of God. His name is revered, often followed by the phrase 'peace be upon him' or, when printed, by (pbuh). He is not worshipped. He was born in Mecca in Arabia in 570 AD/CE, was a merchant by trade and became wealthy. The revelations of what was to become the Qur'an began when he was 40 years old. In 622 AD/CE he fled for his life from Mecca, to set up the first Muslim community in Medina. The story of Muhammad presents to pupils a story of great strength despite fear and commitment and faith against all the odds.

Lesson 1

What would you get up at 4 o'clock in the morning to do?

Many people all over the world get up before it is light to wash and pray. They do it to obey the command of God and to follow the example of one man whose name was Muhammad. The people are Muslims.

Muhammad was an orphan. His father died before he was born and his mother died when he was very small so he was brought up by his grandfather and his uncle. He became a shepherd while he was still quite young. He didn't go to school so he never learned to read or write but he was clever and when he started to go with his uncle on trading journeys, Muhammad learned quickly.

Mecca, where Muhammad was born, was a busy centre for the camel trains bringing all kinds of goods across the country. It was an exciting place to be. Of course, Muhammad became a

merchant too and he was successful, so successful that he married the wealthy widow for whom he worked.

You would think that Muhammad would be happy, but he wasn't. He loved his family dearly but he worried about the way other people lived. In Mecca, it seemed every person thought only about him or herself. No one cared about the sick or the poor. All they were concerned about was making lots of money and then making more. And worst of all, they worshipped statues and Muhammad believed there was one God who could not possibly be made into a statue. God's name was Allah, meaning The God.

Then, one day when he was 40 years old, something happened to him that changed his world and the lives of many other people.

For discussion:

What do you think might have happened to Muhammad?

In what ways is Muhammad's world, of almost 1500 years ago, like the world today?

What do you believe about God?

What makes you really happy/unhappy?

Lesson 2

- * *Tell the story of the revelation of the Qur'an and talk about it.*

Lesson 3

Muhammad had to tell the people of Mecca about God's message but they laughed at him. They made his life miserable and eventually he and his family were driven out of the town. His enemies followed him so he had to cover the camels' tracks. Cleverly he herded a flock of sheep behind him so that the trail was hidden.

He was making for Medina because Allah's message, through the Angel Gabriel, was that there were people in that place who would listen.

After five miles, Muhammad and his followers took shelter in a cave. Two rock doves that had followed him all the way began to build a nest by the mouth of the cave and a spider spun a web across the entrance. When Muhammad's enemies reached the cave they were sure they had found the hiding place until

suddenly one of the doves flew out of the nest right into their faces and they saw the spider's web.

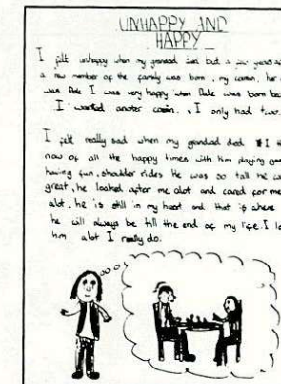
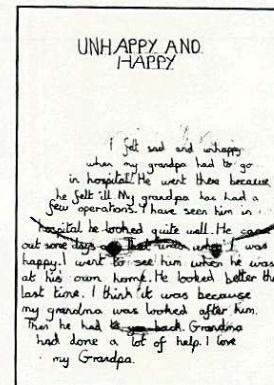
"No-one's been in there for years!" they agreed and they rode off to continue the search, leaving Muhammad and his followers to make the journey safely to Medina. When they arrived in the city, Muhammad allowed his camel to wander as she wanted and where she rested, he declared, would be the site of their place of worship. It was there that the first mosque was built, the first Call to Prayer made and the first community of Muslims gathered to pray five times every day.

For discussion:

What do you think about what happened to Muhammad?

Why is it difficult to stand up for what you believe when others don't agree with you?

What do you believe about the way people should treat each other?



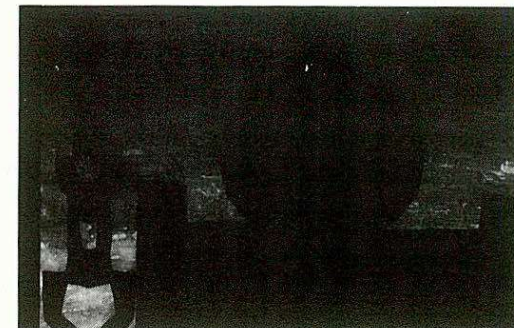
Activity Suggestions:

Teaching About:

MUHAMMAD

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>EMBROIDER</p> <p>▷ A spider's web in white or silver on a black ground</p>	<p>WRITE</p> <p>▷ about times when:</p> <ul style="list-style-type: none"> • you have been very happy • you have felt unhappy <p>▷ about what cheers you up when you have been unhappy</p> <p>DRAW</p> <p>▷ a mosque and minaret</p>	<p>READ</p> <p>▷ the story of <i>A Gift of Camels</i></p> <p>RESEARCH</p> <p>▷ rock doves</p> <p>▷ the cities of Medina and Mecca</p>



Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH				
Concepts			Attitudes	
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY
Muslims believe God: ▷ is to be worshipped ▷ speaks through angels ▷ listens to prayers ▷ gave his message to Muhammad	Religion: ▷ structures lives ▷ changes lives ▷ enables and empowers people	Muhammad committed himself to Allah at the risk of his life Muslims follow his example	are built on: ▷ courage ▷ caring ▷ trust ▷ commitment to God	valuing: ▷ leadership qualities ▷ dedication ▷ faith
MUHAMMAD				
Skills			Exploration of Human Experience	
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS
Allah prophet Muslims Muhammad Mecca Qur'an Angel Gabriel Call to Prayer	with those who: ▷ lose a close relative ▷ are afraid ▷ care about the sick and poor ▷ are laughed at for what they believe	When have I: ▷ wanted to be successful? ▷ looked after some one who is ill? ▷ been laughed at? ▷ run away and decided to hide? ▷ been protected?	of: ▷ compassion ▷ revelation ▷ declaring faith	anxiety disbelief excitement awe

Resources:

For a text of the story of the revelation of the Qur'an to Muhammad, see 'Angels' in: Grimmitt et al (1991) *A Gift to the Child: RE in the Primary School*, Simon and Schuster. (Now carried by Stanley Thornes.)