

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



### *The questions we might ask:*

- *How is Christian belief expressed collectively?*
- *How does Christian worship and celebration build a sense of community?*
- *Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world*

### **The ideas we might explore**

- The church as the community of Christians, not the building; ***koinonia*** – one body of faith, fellowship of Christians worldwide
- Different denominations of Christianity, e.g. Anglican (Church of England), Roman Catholic, Greek/Russian Orthodox, Evangelical, Pentecostal, Methodist, Baptist, Quaker...
- Key similarities and differences, e.g. core beliefs, worship style, etc.; child/adult baptism, confirmation necessary before taking Holy Communion or not, worship style (e.g. silence, gospel music, focus on Bible study, etc.)
- The importance of communal events, e.g. festivals, Holy Communion, regular worship, prayer, key rites of passage e.g. baptism, confirmation, marriage; the ways in which these help build a sense of community and belonging and how this relates to Christian beliefs about God (***as Trinity – relationship at its heart***), the world (***created by God, precious, and to be cared for by human beings***) and human beings (***love God and love your neighbour as yourself***)

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



<p><i>Key Christian beliefs</i></p>	<p><b>Thinking:</b></p> <p>Ask pupils to mind map different words they associate with the Christian understanding of God. How are these the same/different from the words they connected with the Muslim understanding of God?</p> <p><b>Believing:</b></p> <p>Set pupils a challenge – in teams, they need to get from point A to point B, but in order to do so, they must construct a bridge using the resources available to them. This bridge must be able to get everyone in the team across from point A to point B. Ask them to reflect on this activity – how easy was it? Could they have done it on their own? Could they have made it from point A to point B without the bridge?</p> <p>Explain to pupils that Christians believe God created the world exactly as he wanted it to be. It was disrupted by Adam and Eve, the first humans, who made a bad choice that brought death and suffering into the world, and separated humans from God (see <a href="#">Genesis 3</a>, the story of the Fall: <a href="https://www.youtube.com/watch?v=jKdb64RiLVE">https://www.youtube.com/watch?v=jKdb64RiLVE</a> [note: this is produced from a faith perspective]). Christians believe God is loving and forgiving, and that he had a plan to bring humans closer to him. This plan involved coming to earth in human form as Jesus (Christians believe Jesus is God <b>incarnate</b> – God in the flesh). Jesus' teaching and living by example acted as a bridge for humans to cross to get closer to God again. His death and resurrection got rid of the death that had entered the world after Adam and Eve's bad choice and Christians believe it is now their job to try and get rid of the suffering. If they can do this, the world will return back to what God originally intended it to be and humans will have restored their relationship with God.</p> <p>Ask pupils to connect this story about God with the bridge activity they have carried out at the beginning of the lesson. What is point A in the Christian story (humans separated from God)? What is point B (humans back in relationship with God)? What is the bridge (Jesus – God in the flesh [<b>incarnate</b>])?</p>
-------------------------------------	--

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Christianity)

#### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



	Ask pupils to produce their own account of Christian beliefs about God; this could be in the form of a timeline, a artwork, a piece of writing, a role play, a vlog, a podcast, etc.
--	--

<p><i>Key Christian practices: baptism</i></p>	<p><b>Believing:</b> Remind pupils of the ways in which Muslims and Hindus explore their understanding of God (e.g. through the 99 Names of Allah or the Hindu <b>murtis</b>).</p> <p>Christians make sense of the idea of God through the <b>Trinity</b> – the belief in one God, who is Father, Son and Holy Spirit.</p> <p>Ask pupils to work in teams to try and lift an object – they have three separate threads and they must try and use each in turn. After this, ask them to bind the three threads together and try again – explore the idea that, for Christians, God is not three separate strands, but a single rope woven together as Father, Son and Holy Spirit.</p> <p><b>Thinking:</b> Exploring the idea of three-in-one; e.g. a teacher can be a teacher, a parent and a child at the same time and still be one person; a chord can contain three distinct notes, but still produce one sound; an apple has skin, fruit and a core, etc. See <a href="#">this</a> for more examples.</p> <p><b>Believing:</b> Christians believe that two key texts in the Bible refer to God as <b>Trinity</b>:</p> <ul style="list-style-type: none"><li>• The account of Jesus’ baptism (e.g. <a href="#">Matthew 3:13-17</a>)</li><li>• The Grace (<a href="#">2 Corinthians 13:14</a>)</li></ul> <p>Ask pupils to analyse these texts – how are they helping Christians understand God as <b>Trinity</b>? What do the texts refer to that might help Christians understand God better? What symbols do the texts contain that might refer to the <b>Trinity</b> (e.g. the dove)</p>
--	--

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p>in the story of Jesus' baptism)?</p> <p><b>Living:</b> Christians use both these texts in worship: during baptism (for adults and children) and as a prayer to remind them of what it means to belong to the Christian community:</p> <p><a href="https://www.youtube.com/watch?v=uRymbCJmbYk&amp;index=32&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs">https://www.youtube.com/watch?v=uRymbCJmbYk&amp;index=32&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs</a> (baptism) <a href="https://truetube.co.uk/film/christian-baptism">https://truetube.co.uk/film/christian-baptism</a> (baptism)</p> <p>Ask pupils to produce a summary of what they have learned about the Christian understanding of God and how this relates to baptism – this could be a piece of writing, an artwork, a PowerPoint presentation, etc.</p>
--	---

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser

<p><i>Key Christian practices: Holy Communion</i></p>	<p><b>Thinking:</b></p> <p>Put pupils into groups and ask them to plan a meal for a particular group of people (e.g. their friends, the teachers in school, their grandparents, the Queen, etc.). What sorts of thing do they have to think about? How would they try and make each person feel welcome at the meal? What sorts of food and drink might they serve? Ask pupils to think about reasons why we might plan a special meal (e.g. to celebrate a birthday, to take part in or remember a special event such as a Royal Wedding or the Olympics)</p> <p><b>Believing:</b></p> <p>Give pupils the text version of the Last Supper – the last meal Jesus shared with his friends (e.g. <a href="#"><u>Luke 22:7-20</u></a>; <a href="#"><u>Matthew 26:17-29</u></a>; <a href="#"><u>Mark 14:12-25</u></a>). They could compare different versions of the story from the Bible and see if they can identify the similarities (e.g. sharing food together, Jesus’ words about the bread and the wine).</p> <p>Introduce the service of Holy Communion in Christianity: <a href="https://www.youtube.com/watch?v=fQq9WDliZGc&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=28">https://www.youtube.com/watch?v=fQq9WDliZGc&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=28</a> (focus on Catholic Christianity) <a href="https://request.org.uk/teachers/christianity-unpacked/2014/07/23/christianity-unpacked-communion/">https://request.org.uk/teachers/christianity-unpacked/2014/07/23/christianity-unpacked-communion/</a> (this includes clips of Holy Communion in different Christian denominations)</p> <p>Pupils could analyse some of the <a href="#"><u>texts</u></a> used during Holy Communion with a focus on identifying words connected with Christian beliefs about God as <b>Trinity</b>.</p> <p>If possible, provide pupils with examples of artefacts that are used during Holy Communion, e.g. candles, a Bible, a paten (to hold the bread/wafers), a chalice (to hold the wine), etc. They could also consider the different colours of cloth that are</p>
---	--

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



	placed on the altar table to show the different times during the Christian year.
--	--

**Thinking:**

Ask pupils to look back at the meal they planned at the beginning of the lesson. What makes this a special meal for Christians? How does this relate to Christian beliefs about God as **Trinity**? Pupils could record their thoughts as a podcast, vlog or piece of scaffolded writing.

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser

<p><i>Different denominations:</i> <i>Roman Catholic</i></p>	<p><b>Believing:</b> Ask pupils if they can name any of Jesus’ disciples (friends/followers). One of Jesus’ closest disciples was Peter (see <a href="#"><u>Matthew 4:18</u></a>; <a href="#"><u>Matthew 16:18</u></a>; <a href="#"><u>Matthew 26:31-35</u></a>; <a href="#"><u>Luke 22:54-62</u></a>).</p> <p>Roman Catholic Christians trace their religious authority to Peter, Jesus’ close friend. The Pope (the head of the Roman Catholic Church) is believed to be a direct successor of Peter, the “rock on which the church was built”.</p> <p>The Roman Catholic church is over 2000 years old; the Roman Catholic Church is based in <a href="#"><u>Vatican City</u></a> in Rome.</p> <p><b>Believing and Living:</b> Ask pupils to find out more about Roman Catholicism – what are the key beliefs and practices of Roman Catholic Christianity?</p> <p>Set pupils a challenge to find out the following:</p> <ul style="list-style-type: none"><li>• How do Catholics worship? What is the Mass?</li><li>• What is a Cardinal?</li><li>• Who is the current Pope and what is one of their most recent teachings?</li><li>• Who are the saints and why are they important to Roman Catholic Christians?</li><li>• Why is Mary, the mother of Jesus, particularly important to Roman Catholic Christians?</li></ul> <p><a href="https://christianity.org.uk/index.php/a/roman-catholic-christians.php">https://christianity.org.uk/index.php/a/roman-catholic-christians.php</a> <a href="https://request.org.uk/life/spirituality/roman-catholic-mass/">https://request.org.uk/life/spirituality/roman-catholic-mass/</a> <a href="https://request.org.uk/life/rites-of-passage/the-roman-catholic-sacraments/">https://request.org.uk/life/rites-of-passage/the-roman-catholic-sacraments/</a></p>
--	---

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p><a href="https://www.britannica.com/topic/Roman-Catholicism">https://www.britannica.com/topic/Roman-Catholicism</a> <a href="http://www.catholic-ew.org.uk/">http://www.catholic-ew.org.uk/</a> <a href="https://www.youtube.com/user/cathcommsnet/videos">https://www.youtube.com/user/cathcommsnet/videos</a> <a href="https://twitter.com/Pontifex?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor">https://twitter.com/Pontifex?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor</a> <a href="https://edition.cnn.com/shows/pope">https://edition.cnn.com/shows/pope</a> <a href="https://www.catholic.org/saints/">https://www.catholic.org/saints/</a> <a href="http://catholicfaith.co.uk/saints">http://catholicfaith.co.uk/saints</a> <a href="http://www.catholic-church.org/ccos_tn/pdf/rosarylessonplan.pdf">http://www.catholic-church.org/ccos_tn/pdf/rosarylessonplan.pdf</a> <a href="https://www.youtube.com/watch?v=gl7ueVjQUuc">https://www.youtube.com/watch?v=gl7ueVjQUuc</a> <a href="https://www.dummies.com/religion/christianity/catholicism/the-roles-of-mary-in-the-catholic-church/">https://www.dummies.com/religion/christianity/catholicism/the-roles-of-mary-in-the-catholic-church/</a> <a href="http://www.dioceseofnottingham.uk/">http://www.dioceseofnottingham.uk/</a></p> <p>[Please note, several of these web pages are written from a perspective of faith.]</p> <p>Pupils could record their research as a vlog or podcast on Roman Catholic Christianity.</p>
--	---

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser

<p><i>Different denominations: Orthodox</i></p>	<p><b>Thinking:</b></p> <p>Ask pupils to think of as many symbols of Christianity as they can (e.g. cross, crucifix, fish, dove, etc.). Provide a <a href="#"><u>range of crosses</u></a> for them to consider. What makes these crosses different from each other? Why might there be so many different symbols for Christianity and, within that, so many different types of cross symbol?</p> <p>Draw pupils' attention to the <a href="#"><u>Orthodox cross</u></a>.</p> <p><b>Believing:</b></p> <p>Ask pupils to find out more about Orthodox Christianity – what are the key beliefs and practices of Orthodox Christianity?</p> <p>Set pupils a challenge to find out the following:</p> <ul style="list-style-type: none"><li>• In what ways do Orthodox Christians share similar beliefs and practices to other types of Christians?</li><li>• What different kinds of Orthodox Christianity are there?</li><li>• What are the sacraments?</li><li>• How is the Orthodox Church organised – does it have one single leader?</li><li>• What are icons and why are the important in Orthodox Christianity?</li></ul> <p><a href="https://saintpaulemmaus.org/what-is-orthodoxy/">https://saintpaulemmaus.org/what-is-orthodoxy/</a> <a href="http://ww1.antiochian.org/discover">http://ww1.antiochian.org/discover</a> <a href="http://www.bbc.co.uk/religion/religions/christianity/subdivisions/easternorthodox_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/subdivisions/easternorthodox_1.shtml</a> <a href="https://www.britannica.com/topic/Russian-Orthodox-church">https://www.britannica.com/topic/Russian-Orthodox-church</a></p>
---	---

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Christianity)

#### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



<https://www.britannica.com/topic/Greek-Orthodox-Church>  
[https://www.youtube.com/watch?v=HHHRbeJ\\_nDA&vl=en](https://www.youtube.com/watch?v=HHHRbeJ_nDA&vl=en)  
[https://www.youtube.com/watch?v=x\\_z9NS-ivYI](https://www.youtube.com/watch?v=x_z9NS-ivYI)  
<https://www.youtube.com/watch?v=o8iFOgppS6Y> (icons)  
<http://allsaintslincs.org.uk/>  
<http://www.orthodoxlouth.co.uk/>  
<http://orthodoxlincoln.org/>

[Please note, several of these web pages/videos are produced from a perspective of faith.]

Pupils could record their research as a vlog or podcast on Orthodox Christianity.

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Christianity)

#### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



<p><i>Different denominations: Anglican</i></p>	<p><b>Living:</b></p> <p>Ask pupils to produce a timeline of the Tudor Kings and Queens – which monarchs were Roman Catholic Christians and which were Protestant Christians? (Henry VII, Henry VIII and Mary = Roman Catholic; Henry VIII, Edward VI, Lady Jane Grey and Elizabeth I = Protestant). What happened during this period in history to Christianity (the <b>Reformation</b>, including the English Reformation)? [Note: King Henry VIII was given the title ‘Defender of the Faith’ by Pope Leo X for a treatise he wrote in defence of Roman Catholic Christianity <i>against</i> Martin Luther’s Protestant arguments; after the English Reformation, Henry kept it as a sign of his authority as the Head of the English Church. From that point onwards, English monarchs have always had this title, including our current monarch.]</p> <p><a href="https://www.youtube.com/watch?v=odZsn7Y-VRA">https://www.youtube.com/watch?v=odZsn7Y-VRA</a> (Horrible Histories – King Henry song)</p> <p><a href="https://www.youtube.com/watch?v=7x7y2gqtaq8&amp;list=PL1boZbSgmMBdzNA9PAD_rGYacYpB-RYtR">https://www.youtube.com/watch?v=7x7y2gqtaq8&amp;list=PL1boZbSgmMBdzNA9PAD_rGYacYpB-RYtR</a> (Martin Luther and the Reformation – this video is produced from a Protestant faith perspective)</p> <p><a href="https://www.youtube.com/watch?v=8TH65WnwSFs">https://www.youtube.com/watch?v=8TH65WnwSFs</a> (the English Reformation – Henry VIII and the dissolution of the monasteries)</p> <p><b>Believing</b> and <b>Living:</b></p> <p>Ask pupils to find out more about Anglican Christianity – what are the key beliefs and practices of Anglican Christianity?</p> <p>Set pupils a challenge to find out the following:</p> <ul style="list-style-type: none"><li>• What is the Church of England and what is the Anglican Communion?</li><li>• Why are there so many Christian communities affiliated with the Church of England around the world?</li><li>• How is the Church of England organised – who is the chief authority figure and what is a Diocese?</li><li>• What are some of the key ways in which Anglican Christians express their beliefs?</li></ul>
---	---

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Christianity)

#### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



- What is the role of the Church of England in relation to the state? Why does it play a larger role in key national events than other types of Christianity?

<https://www.churchofengland.org/>  
<https://www.churchofengland.org/our-faith/what-we-believe>  
<https://www.churchofengland.org/our-faith/living-out-our-faith>  
<https://www.youtube.com/watch?v=7pFnPBtuX3I>  
<https://twitter.com/churchofengland?lang=en>  
<https://www.youtube.com/user/ArchbishopsCouncil>  
<https://www.archbishopofcanterbury.org/>  
<https://www.archbishopofyork.org/>  
<http://www.anglicancommunion.org/>  
<https://www.lincoln.anglican.org/>  
<http://www.churchofscotland.org.uk/>  
<https://www.churchinwales.org.uk/>  
<https://www.episcopalchurch.org/>

[Please note, several of these web pages/videos are produced from a perspective of faith.]

Pupils could record their research as a vlog or podcast on Anglican Christianity.

<p><i>Different denominations:</i> <i>Methodist</i></p>	<p><b>Living:</b> Ask pupils to find out how <a href="#"><u>many different types of Protestant Christian churches</u></a> they can find (remind them of the Protestant Reformation during the sixteenth century and how it connects with the establishment of the Church of England).</p> <p><b>Thinking:</b> Ask pupils to consider why there are so many different types of Protestant Christian churches, when the Roman Catholic and Orthodox churches have remained relatively unfragmented.</p> <p><b>Believing and Living:</b> Ask pupils to find out more about Methodist Christianity – what are the key beliefs and practices of Methodist Christianity?</p> <p>Set pupils a challenge to find out the following:</p> <ul style="list-style-type: none"><li>• Who were the Wesley brothers and why are they important to Methodist Christians?</li><li>• What is the connection between Methodist Christianity and the Church of England?</li><li>• Why is social action important to Methodist Christians and how do they seek to carry it out?</li><li>• What is <b>temperance</b> and how does it connect with Methodist Christianity?</li><li>• What is preaching and why is it important in Methodist Christianity?</li></ul> <p><a href="https://www.methodist.org.uk/">https://www.methodist.org.uk/</a> <a href="https://twitter.com/methodistgb?lang=en">https://twitter.com/methodistgb?lang=en</a> <a href="http://worldmethodistcouncil.org/">http://worldmethodistcouncil.org/</a> <a href="https://www.methodist.org.uk/about-us/the-methodist-church/history/">https://www.methodist.org.uk/about-us/the-methodist-church/history/</a></p>
---	---

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Christianity)

#### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p><a href="http://www.methodistheritage.org.uk/heritageofmethodism.htm">http://www.methodistheritage.org.uk/heritageofmethodism.htm</a> <a href="https://www.britannica.com/topic/Methodism">https://www.britannica.com/topic/Methodism</a> <a href="https://www.youtube.com/watch?v=a4CeJc-sizU">https://www.youtube.com/watch?v=a4CeJc-sizU</a> <a href="https://www.youtube.com/watch?v=FoL6ElCGqbo">https://www.youtube.com/watch?v=FoL6ElCGqbo</a></p> <p>[Please note, several of these web pages/videos are produced from a perspective of faith.]</p> <p>Pupils could record their research as a vlog or podcast on Methodist Christianity.</p>
--	--

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



<p><i>Different denominations:</i></p> <p><i>Quaker</i></p>	<p><b>Thinking:</b></p> <p>Ask pupils to sit in silence for 60 seconds. When they have finished, ask them what they could hear, whether they found the task difficult, whether their experience over the silence changed over the course of the minute. This could lead to further reflection about how often pupils are silent, whether it is easy to be silent in today's world, etc.</p> <p><b>Believing and Living:</b></p> <p>Ask pupils to find out more about Quaker Christianity – what are the key beliefs and practices of Quaker Christianity?</p> <p>Set pupils a challenge to find out the following:</p> <ul style="list-style-type: none"><li>• Who is George Fox and why is he important to Quaker Christians?</li><li>• What is a <b>testimony</b> and how does it relate to Quakers living out their faith?</li><li>• What is a Quaker <b>meeting</b> and what happens during this?</li><li>• What are the <b>Advices and Queries</b> and how do Quakers use them to develop their faith?</li><li>• What is <b>social injustice</b> and how are Quakers active in challenging it?</li><li>• How were Quakers involved in the abolition of the slave trade?</li><li>• What was the <b>Kindertransport</b> and how were Quakers involved in this?</li><li>• How did the Quaker faith influence the Cadbury brothers?</li></ul> <p><a href="https://www.quaker.org.uk/">https://www.quaker.org.uk/</a> <a href="https://www.quaker.org.uk/times/">https://www.quaker.org.uk/times/</a> <a href="https://www.quaker.org.uk/about-quakers/our-values">https://www.quaker.org.uk/about-quakers/our-values</a></p>
---	---

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



<https://www.quaker.org.uk/about-quakers/our-faith/how-quakers-worship>  
<https://quaker-prod.s3-eu-west-1.amazonaws.com/store/6afc4c3acdcd0d37c1e52682175081fb28e6134036014a290fca8a35230c>  
<http://qfp.quaker.org.uk/chapter/1/>  
<https://www.quaker.org.uk/our-work/social-justice>  
<https://www.youtube.com/watch?v=t3v3sHk1ULY>  
[http://abolition.e2bn.org/people\\_21.html](http://abolition.e2bn.org/people_21.html)  
<https://www.quaker.org.uk/about-quakers/our-history/quakers-and-the-kindertransport>  
<https://www.cadburyworld.co.uk/schoolandgroups/~media/CadburyWorld/en/Files/Pdf/factsheet-cadbury-family>  
<https://www.lincolnquakers.org/>

[Please note, several of these web pages/videos are produced from a perspective of faith.]

Pupils could record their research as a vlog or podcast on Quaker Christianity.

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser

<p><i>Different denominations: Evangelical</i></p>	<p><b>Believing</b> and <b>Living</b>:</p> <p>Ask pupils to find out more about Evangelical Christianity – what are the key beliefs and practices of Evangelical Christianity?</p> <p>Set pupils a challenge to find out the following:</p> <ul style="list-style-type: none"><li>• What does the word <b>evangelism</b> mean and how does it connect to Evangelical Christianity?</li><li>• What is the main source of authority for Evangelical Christians?</li><li>• What style of worship might you find in Evangelical churches?</li><li>• How is Evangelical Christianity connected with the Church of England?</li><li>• What is the Alpha Course and how is it connected with Evangelical Christianity?</li><li>• How influential is Evangelical Christianity around the world?</li></ul> <p><a href="http://www.eauk.org/connect/about-us/">http://www.eauk.org/connect/about-us/</a> <a href="http://www.eauk.org/connect/about-us/what-is-an-evangelical.cfm">http://www.eauk.org/connect/about-us/what-is-an-evangelical.cfm</a> <a href="https://www.efca.org/">https://www.efca.org/</a> <a href="https://www.alivechurch.org.uk/">https://www.alivechurch.org.uk/</a> <a href="https://twitter.com/AliveLincoln?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor">https://twitter.com/AliveLincoln?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor</a> <a href="https://jubileechurchlondon.org/">https://jubileechurchlondon.org/</a> <a href="https://www.htb.org/">https://www.htb.org/</a> <a href="http://stswithinslincoln.org.uk/">http://stswithinslincoln.org.uk/</a> <a href="https://www.independent.co.uk/news/uk/this-britain/evangelical-christianity-its-glastonbury-for-god-1767917.html">https://www.independent.co.uk/news/uk/this-britain/evangelical-christianity-its-glastonbury-for-god-1767917.html</a> <a href="https://www.greenbelt.org.uk/greenbelt-festival/">https://www.greenbelt.org.uk/greenbelt-festival/</a> <a href="https://alpha.org/">https://alpha.org/</a></p>
--	--

## Lincolnshire Locally Agreed Syllabus for Religious Education

### KS2 Compulsory Unit: Community (Christianity)

#### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



	<p><a href="https://www.youtube.com/watch?v=DdPqTbwpziU">https://www.youtube.com/watch?v=DdPqTbwpziU</a> (an hour-long BBC documentary on Evangelical Christianity – use excerpts!)</p> <p><a href="https://www.bbc.com/education/clips/zy6sb9q">https://www.bbc.com/education/clips/zy6sb9q</a></p> <p>[Please note, several of these web pages/videos are produced from a perspective of faith.]</p> <p>Pupils could record their research as a vlog or podcast on Evangelical Christianity.</p>
--	--

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



<b>Summative</b>	<p>Ask pupils to look back over their learning this term and use it to answer the following questions:</p> <ol style="list-style-type: none"><li>1. How do Christians express their beliefs collectively?</li><li>2. How does Christian worship build a sense of community?</li></ol> <p>They should make reference to a range of Christian denominations studied over the course of the term, giving examples of the beliefs and worship style of these denominations.</p> <p>They could produce a website, a podcast, a vlog, a guidebook, a presentation, etc.</p>
------------------	---