

*The questions we might ask:*

- *What do Christians do to express their beliefs?*
- *Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world?*

**The ideas we might explore**

- Church – the community of believers, not just the building; people committed to following Jesus’ teachings and example, and committed to bringing about the **Kingdom of God** by getting rid of suffering
- Practices that take place in church:
  - **Prayer:** speaking and listening to God; saying, ‘God, you’re awesome’, thank you, sorry and please; make connection between lighting a candle to prayer and the description of Jesus as ‘the light of the world’; could look at the Lord’s Prayer or St Columba’s prayer
  - **Bible study:** could be a study group or the sermon delivered by the vicar during worship; the importance to Christians of reading and learning about the Bible in order to find out more about what God is like and how he wants the world to be
  - **Worship:** investigate different styles of worship in Christianity, e.g. Quaker, Catholic, Orthodox, Anglican, Evangelical, Pentecostal – draw attention to similarities and differences (e.g. use of music)
- **Baptism:** entry into the community of Christians; different types of baptism – child, adult; different ways of carrying out a baptism, e.g. Anglican, Baptist; key features = promises made to God by or on behalf of the person being baptised, a lit candle, the use of water, etc.; connections with the story of Jesus’ baptism (e.g. **Matthew 3:13-17**)
- Key festivals: Christmas, Easter, Pentecost – the story that lies at the heart of each festival, the key practices associated with the festivals (for Christians) and the beliefs that underpin them:
  - **Christmas:** beliefs about God becoming human (*incarnation*), the idea of Jesus being a gift; key practices associated with Christmas for Christians and how they relate to beliefs about God/Jesus

- **Easter:** beliefs about God defeating death through the death and resurrection of Jesus; key practices associated with Easter for Christians and how they relate to beliefs about God/Jesus
- **Pentecost:** beliefs about God, the Holy Spirit; the birthday of the Christian church; the key events associated with the first Pentecost (**Acts 2**); key practices associated with Pentecost and how they relate to beliefs about God and human beings

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## KS1 Compulsory Unit: Community (Christianity)

### *Suggestions for Teaching and Learning*

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



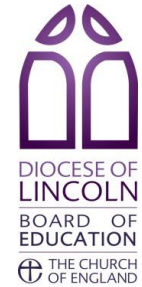
<b>Recap – key Christian beliefs</b>	<p><b>Believing:</b></p> <p>Ask pupils to correctly sequence the elements of the story they learned about the previous term: God, Creation, Fall (Adam and Eve, Garden of Eden, breaking the rules, death and suffering), Promises (Abraham and Moses), Jesus (Incarnation), Crucifixion, Resurrection, human beings getting rid of suffering.</p> <p>Introduce pupils to the Bible as a library of books that contain this story.</p> <p><a href="https://request.org.uk/restart/2015/01/21/the-bible-3/">https://request.org.uk/restart/2015/01/21/the-bible-3/</a></p> <p>Key things to discover:</p> <ul style="list-style-type: none"><li>• Old Testament (stories from before Jesus)</li><li>• New Testament (stories in the lifetime of Jesus and after Jesus)</li><li>• Different types of stories, e.g. history, poetry, love stories</li><li>• Stories about God’s promises to human beings</li><li>• Written by lots of different people at different times in history</li></ul> <p>Ask pupils to create a model of a library with book shelves containing lots of books, different types of books, books with different authors, etc. (see key things to discover above); they could use a variety of creative, modelling resources to do this. This is their Bible library, which they can add to over time as they find out more about the Bible and the stories in it.</p> <p><b>Thinking:</b></p> <p>Show pupils an object. Tell them that it is the most precious thing you have ever owned, even if it looks quite ordinary. Ask them how they think we should show how special it is? Where should we keep it? How could we let other people know how special it is?</p> <p>Explain the Bible is a very precious book for Christians. They show how important it is by using it in church and at home,</p>
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	<p>by taking care of it and always remembering to read it.</p> <p>You could invite in a visitor to tell pupils why the Bible is important to them. You could also ask pupils to have a look around the school to see if they can find any Bibles – where are they kept? Are they treated as special in this school? Are there different kinds of Bibles (e.g. children’s Bibles, Bibles for grown-ups, etc.)</p>
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<b>Church – Prayer</b>	<p><b>Thinking:</b></p> <p>Give some pupils a message. Ask them to work out how they are going to get the message to its recipient – what different ways can they think of? (E.g. a letter, an email, a phone call, trust it to another messenger, etc.) How might they expect to get a reply? Would it have been easier to have a conversation directly with the person?</p> <p>Give pupils conversation cards (role play), but tell some pupils that they need to listen carefully to each other and others that they shouldn't listen to each other at all. Which type of conversation is easier/better and why?</p> <p><b>Believing:</b></p> <p>Introduce the idea that Christians believe prayer is like having a conversation with God – they think it is about speaking to God and listening to God.</p> <p><a href="https://request.org.uk/restart/2017/05/30/question-pod-3/">https://request.org.uk/restart/2017/05/30/question-pod-3/</a> (to 3.01)</p> <p><a href="https://request.org.uk/restart/2015/06/04/learn-about-prayer/">https://request.org.uk/restart/2015/06/04/learn-about-prayer/</a> (remember, this is from the perspective a practising Christian)</p> <p>Christians think this conversation has four key elements:</p> <ol style="list-style-type: none"><li>1. Saying God is awesome (Praise)</li><li>2. Saying sorry</li><li>3. Saying thank you</li><li>4. Saying please</li></ol> <p>Use some resources from <a href="#">Prayer Spaces in Schools</a> to help pupils explore the different ways in which Christians might praise God, say sorry, say thank and say please through prayer. Be clear that this is exploring things that Christians might do; you are not asking the children themselves to pray.</p>
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	<p><b>Living:</b></p> <p>Think about the different ways in which Christians might pray in church – using texts from the Bible (e.g. <a href="#">Matthew 6:9-13</a>) [this could be added to pupils' Bible models from the previous lesson], lighting a candle, praying in a large group during a service, praying quietly as an individual, etc. Pupils could visit a local Christian church to identify different spaces used for prayer, or interview a member of a local Christian community to ask them how, when and why they pray. Opportunity to highlight Christian diversity (e.g. prayer in different denominations, such as Roman Catholic, Pentecostal and Anglican).</p>
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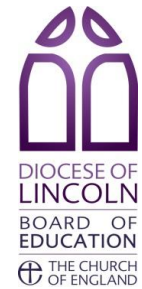
<b>Church – Worship</b>	<p><b>Thinking:</b></p> <p>What is a church? Ask pupils to collect their ideas – they could record this in writing, visually or orally (e.g. filmed interviews with each other).</p> <p>What is this school? Repeat the exercise – ask pupils to think about what is more important in the school: the classrooms, books, resources, furniture, etc., or the people?</p> <p><b>Believing:</b></p> <p>Explain that Christians believe the church is a group of people who believe in God and follow the teachings of Jesus by trying to get rid of suffering in the world (<i>reference to the ‘big story’ of the Bible covered in the previous term</i>).</p> <p>Christians belonging to the Church of England often meet to worship in a special building, which often has several key features:</p> <ol style="list-style-type: none"><li>1. Font (symbolises belonging)</li><li>2. Candles (symbolises promises and prayers)</li><li>3. Pulpit (symbolises teaching and learning about God/Jesus)</li><li>4. Altar (symbolises belonging, sharing, God’s love, the story of Jesus and promises)</li></ol> <p><a href="https://request.org.uk/restart/2015/01/12/tour-of-a-church/">https://request.org.uk/restart/2015/01/12/tour-of-a-church/</a> (watch parts 1, 2 and 3)</p> <p>Ask pupils to make connections between the key features of the church and Christian beliefs about what God is like and how humans should live their lives.</p> <p>Pupils could pick one of these key features, explain why it is important to Christians, how it connects with Christian beliefs about God and human beings, and how it is used in Christian worship.</p>
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	<p><b>Living:</b></p> <p>Explore different ways in which Christians worship in church:</p> <p><a href="https://request.org.uk/restart/2014/06/26/methodist-church/">https://request.org.uk/restart/2014/06/26/methodist-church/</a></p> <p><a href="https://request.org.uk/restart/2014/06/02/i-go-to-an-orthodox-church/">https://request.org.uk/restart/2014/06/02/i-go-to-an-orthodox-church/</a></p> <p><a href="https://www.barnabasinschools.org.uk/where-in-the-world-support-material/">https://www.barnabasinschools.org.uk/where-in-the-world-support-material/</a></p> <p><a href="https://www.bbc.com/education/clips/zy6sb9q">https://www.bbc.com/education/clips/zy6sb9q</a></p> <p><a href="https://www.bbc.com/education/clips/zyykj6f">https://www.bbc.com/education/clips/zyykj6f</a></p>
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<b>Christmas</b>	<p><b>Believing:</b></p> <p>Revisit the clip shown in the lesson on Christian beliefs about Jesus in the previous term: <a href="https://www.youtube.com/watch?v=Ijac42uB2jE&amp;index=5&amp;list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&amp;t=47s">https://www.youtube.com/watch?v=Ijac42uB2jE&amp;index=5&amp;list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&amp;t=47s</a></p> <p>Ask pupils to fit this story into the timeline of the Christian story they covered in the previous term (<i>see Autumn 1</i>). What does the word <b>incarnation</b> mean and how does it relate to Jesus?</p> <p>Ask pupils to sequence this story – have they remembered key people, places and events? This could be drama, a comic strip, a written task, a newspaper article, a video interview of one of the key characters, a sequencing of words/pictures, etc.</p> <p>Introduce pupils to different visual images of this story, e.g.</p> <p><a href="https://thejesusquestion.org/2011/12/25/nativity-paintings-from-around-the-world/">https://thejesusquestion.org/2011/12/25/nativity-paintings-from-around-the-world/</a></p> <p><a href="https://www.youtube.com/watch?v=6ERMqdQXWFg&amp;index=1&amp;list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg">https://www.youtube.com/watch?v=6ERMqdQXWFg&amp;index=1&amp;list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg</a> (Vietnam)</p> <p><a href="https://www.youtube.com/watch?v=ANbGrwOLUSc&amp;list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg&amp;index=2">https://www.youtube.com/watch?v=ANbGrwOLUSc&amp;list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg&amp;index=2</a> (Russia)</p> <p><a href="https://www.youtube.com/watch?v=wAAMpZkqtbw&amp;list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg&amp;index=3">https://www.youtube.com/watch?v=wAAMpZkqtbw&amp;list=PL2uFt0w2UbdfltpO5NGCOlo_yUka6Cvmg&amp;index=3</a> (South America)</p> <p>Pupils could choose their favourite image and explain what they like about it. They could produce their own version of their chose image. One image could be selected and divided into squares with different groups of children reproducing different squares and then putting all their work together to create one large display of the original image.</p> <p><b>Living:</b></p>
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	<p>Introduce different traditions associated with celebrating Christmas from around the world – use pupils’ own experience, if appropriate. <a href="https://www.whychristmas.com/cultures/">https://www.whychristmas.com/cultures/</a></p> <p>Pupils could have the opportunity to encounter some of these traditions directly, e.g. particular music, food, games, etc.</p> <p>Ask pupils to make connections between what different Christians do to celebrate Christmas and the key beliefs associated with Christmas (Jesus as God in the flesh – <b>incarnate</b> coming as a gift to help people get back to a world without death and suffering).</p> <p><b>Thinking:</b> Why are there so many different ways of celebrating Christmas and remembering the Christmas story? Why might this be a good thing? Why might it be a problem?</p>
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<b>Easter</b>	<p><b>Believing:</b> Revisit the clip shown in the lesson on Christian beliefs about Jesus in the previous term:</p> <p><a href="https://www.youtube.com/watch?v=Wnbo2AmS3OI&amp;list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&amp;index=3">https://www.youtube.com/watch?v=Wnbo2AmS3OI&amp;list=PLcvEcrsF_9zliwCZSRPXjf75R1n978G5v&amp;index=3</a></p> <p>Ask pupils to fit this story into the timeline of the Christian story they covered in the previous term (<i>see Autumn 1</i>). What do the words <b>crucifixion</b> and <b>resurrection</b> mean and how does it relate to Jesus?</p> <p>Why is the egg a symbol of Easter? A symbol of new life that connects with the idea of Jesus defeating death; a shape that reminds Christians of the tomb in which Jesus was buried and the tomb that was found empty by his friends on Easter Sunday.</p> <p><b>Living:</b> Watch a few minutes of this clip of Easter traditions around the world:</p> <p><a href="https://www.youtube.com/watch?v=XvDdOul1sKk">https://www.youtube.com/watch?v=XvDdOul1sKk</a></p> <p>Focus on traditions that involve eggs. Ask pupils to design an egg that reflects Christian beliefs about Jesus, his death and resurrection – this could be in the style of a Russian egg (e.g. <a href="https://www.faberge.com/the-world-of-faberge/the-imperial-eggs">https://www.faberge.com/the-world-of-faberge/the-imperial-eggs</a>) that opens up to reveal a hidden gift. What words or images might the pupils hide inside their egg to show what Christians think God/Jesus is like?</p> <p><b>Thinking:</b> How can we bring new life to our school community? What things need changing and how can we change them? How can we make a difference to our school community like Christians believe Jesus made a difference to the world? Pupils could interview fellow pupils from other year groups to identify one thing they would change about life in school and</p>
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	devise a plan to change it. Who will they need to work alongside to make the change? Can they do it on their own? Etc.
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<b>Pentecost</b>	<p><b>Thinking:</b></p> <p>Continue what has been started in the previous lesson – how might pupils change something in school for the better? Who will they need to work alongside to make the change? Can they do it on their own? You could provide pupils with a specific task that is easier to complete as a team, e.g. carrying out an obstacle race blindfolded with and without guides.</p> <p><b>Believing:</b></p> <p>Give pupils a series of phrases in languages with which they are unfamiliar – this could be spoken by the teacher or written on cards. How do the pupils feel when they cannot understand what is being communicated?</p> <p><b>Introduce the story of Pentecost:</b></p> <p><a href="https://www.youtube.com/watch?v=vuUK6REOWuE">https://www.youtube.com/watch?v=vuUK6REOWuE</a> (remember: this video is made by people who are Christians, telling it from their own perspective)</p> <p>Pupils could re-enact this story, which can be found in the Bible in <a href="#">Acts 2</a>; they could imagine what Jesus’ friends felt like, hidden away and missing Jesus after he has returned to Heaven, they could make the noise of the wind, show the surprise of the crowd when Jesus’ friends started talking in different language, etc.</p> <p><b>Thinking:</b></p> <p>Ask the pupils to think about what is the most important part of this story for Christians? (E.g. the ability to speak in different language so that lots of people can hear about Jesus and his teachings, the fact that the disciples were all working together, the fact that God sent this gift to help Jesus’ friends, etc.)</p> <p><b>Living:</b></p> <p><b>Pentecost</b> (also known as <b>Whitsun</b>) is the birthday of the church – it reminds Christians of when the first followers of Jesus went out to tell people about his life and his teachings. It is celebrated in churches around the world:</p> <p><a href="http://www.stjudechapel.org/pentecost-celebrations-around-the-world/">http://www.stjudechapel.org/pentecost-celebrations-around-the-world/</a></p>
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	<p><a href="http://www.bbc.co.uk/religion/religions/christianity/holydays/pentecost.shtml">http://www.bbc.co.uk/religion/religions/christianity/holydays/pentecost.shtml</a></p> <p>Ask pupils to plan birthday celebrations for the church; these must be on the theme of the Holy Spirit and reflect key features of the story (the wind, the fire, the group of friends, a shared story and a shared purpose, etc.). What games could be played at this party to show team work? What decorations might reflect the fire of the Holy Spirit? What music might sound like the wind rushing? Etc.</p>
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