

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS2 Compulsory Unit: God (Christianity)

### *Suggestions for Teaching and Learning*

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



### *The questions we might ask:*

- *How do symbols in the Bible help Christians relate to God?*
- *What do symbols in the story of Jesus' baptism reveal about the nature of God?*
- *What visual symbols and symbolic acts can be seen in a Christian church?*
- *How might language within worship express Christian beliefs?*

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

- Belief in one God, the Father, Son and Holy Spirit (the **Trinity**) – ideas of things that can be three-in-one (e.g. I am a teacher, a mummy and a daughter, but there's only one of me...)
- Examples of symbols of the **Trinity** in the Bible (e.g. Jesus' baptism in **Matthew 3:13-17**, the Grace in **2 Corinthians 13:14**) and in art/church architecture
- What the **Trinity** tell Christians about what God is like – relationship at the heart of God as a model for how humans should relate to each other
- **Holy Communion** – a shared meal modelled on the last meal Jesus shared with his friends (the Last Supper); key features – blessing and sharing of bread and wine, remembering Jesus' words to his friends, etc.; key artefacts, e.g. paten and chalice; references to God as **Trinity** as part of a **Holy Communion** service, e.g. Eucharistic prayers, the Nicene Creed, which is recited by participants before they take part in the Holy Communion
- Examples of Trinitarian language in Christian worship, e.g. the texts used on Trinity Sunday, e.g. **Matthew 28:19**, language of blessings ("in the name of the Father, the Son and the Holy Spirit..."), language of hymns (e.g. *Shine, Jesus, Shine*), etc.

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<p><i>Christian beliefs about God</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> <p>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>
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<i>Trinity 1</i>	<p><b>Believing:</b></p> <p>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></p> <p>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></p> <p>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 in the story of Jesus’ baptism).</p> <p><b>Living:</b></p> <p>Christians use both these texts in worship: during baptism (for adults and children) and as a prayer to remind them of what it</p>
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	<p>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)</p> <p><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 – this could be a piece of writing, an artwork, a PowerPoint presentation, etc.</p>
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<i>Trinity 2</i>	<p><b>Believing and Living:</b></p> <p>Ask pupils to create a spinner – a card circle with three words, ‘Father’, ‘Son’ and ‘Holy Spirit’, which merge when it is spun. Remind pupils of the Christian understanding of God as Father, Son and Holy Spirit.</p> <p>If possible, visit a local Christian place of worship and try to identify as many examples of the Trinity as possible.</p> <p>Explore the story of St Patrick and the shamrock as a symbol of the <b>Trinity</b> (e.g. <a href="http://www.dltk-holidays.com/patrick/about.htm">http://www.dltk-holidays.com/patrick/about.htm</a>) and the <b>triquetra</b> or <b>Trinity knot</b> often found in Celtic Christianity (e.g. <a href="http://explore.blarney.com/trinity-knot-history-meaning/">http://explore.blarney.com/trinity-knot-history-meaning/</a>). Pupils could explore the Book of Kells to find examples of the <b>Trinity knot</b> (e.g. <a href="https://churchpop.com/2015/03/18/21-breathtaking-images-from-the-mysterious-book-of-kells/">https://churchpop.com/2015/03/18/21-breathtaking-images-from-the-mysterious-book-of-kells/</a>) or produce their own (e.g. <a href="http://www.marcel-kid-crafts.com/celtic-knot-patterns.html">http://www.marcel-kid-crafts.com/celtic-knot-patterns.html</a>).</p> <p><b>Thinking:</b></p> <p>Philosophers’ Café – ask pupils to discuss the reasons why it might be helpful for Christians to use symbols to help them understand the idea of God as <b>Trinity</b> (e.g. the difficulty of using language to explain God, the way in which symbols can help people communicate across different cultures and languages, etc.)</p>
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<b>Trinity 4</b>	<p><b>Believing:</b></p> <p>Ask pupils to carry out a science experiment – what different forms can water take (liquid, solid, gas)? Is it still water in each form? Relate this to the Christian understanding of God as Trinity.</p> <p>Introduce the story of Abraham and the three guests from the Old Testament (<a href="#"><u>Genesis 18:1-14</u></a>). Christians understand this story to represent God as <b>Trinity</b> – the three guests are understood to represent Father, Son and Holy Spirit.</p> <p>Ask pupils to analyse this story – who are the key characters? What are the key events? How might different people understand this story differently? What might this story tell Christians about what God is like (e.g. someone who keeps their promises, someone who is loving towards people who are struggling, someone who welcomes hospitality, etc.).</p> <p><b>Living:</b></p> <p>Introduce pupils to icons in Christianity (images of Jesus or the saints that Christians pray <i>through</i> <u>not</u> to – they use the icons as a gateway to pray through to God).</p> <p>Anton Rublev’s icon of this biblical story is called the Icon of the Trinity. Give a copy of this to the pupils and ask them to see if they can connect the icon with the story they have analysed. What can they see? Who do they think the icon represents? Do they think the arrangement of the figures is important? The colours? The objects on the table? Etc. (You may find <a href="#"><u>this information</u></a> useful.)</p> <p>If possible, visit a Christian place of worship to see some icons <i>in situ</i>; can pupils identify any other icons that represent the <b>Trinity</b>?</p> <p>Invite pupils to produce their own image of the <b>Trinity</b>.</p>
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#### Thinking:

Philosophers' Café – ask pupils to discuss the reasons why it might be helpful for Christians to use icons and artworks to help them understand the idea of God as **Trinity** (e.g. the difficulty of using language to explain God, the way in which symbols can help people communicate across different cultures and languages, etc.)

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<p><i>Trinity 5</i></p>	<p><b>Believing:</b></p> <p>Put a number of random objects in a bag. Ask pupils to pick out an object and explain how it is like the Christian understanding of God as <b>Trinity</b>. Make sure pupils are confident using the key terms Father, Son and Holy Spirit.</p> <p>Introduce several examples of modern artistic expressions of this key Christian belief (e.g. <a href="https://www.saatchiart.com/art/Sculpture-Trinity/811033/2660432/view">https://www.saatchiart.com/art/Sculpture-Trinity/811033/2660432/view</a>; <a href="http://www.favata-sculpture.com/t1.html">http://www.favata-sculpture.com/t1.html</a>; <a href="https://www.alamy.com/stock-photo-modern-art-colourful-ceiling-painting-by-lou-mohr-trinity-1938-painting-62024833.html">https://www.alamy.com/stock-photo-modern-art-colourful-ceiling-painting-by-lou-mohr-trinity-1938-painting-62024833.html</a>; <a href="http://www.veritasse.co.uk/cards-prints/confirmation/trinity-by-sue-newham/">http://www.veritasse.co.uk/cards-prints/confirmation/trinity-by-sue-newham/</a>; etc.)</p> <p>How have the artists used their creativity to express the Christian belief in God as <b>Trinity</b>? Can pupils connect these artworks with the texts they have explored in previous lessons?</p> <p>Provide pupils with a range of materials to create a sculpture representing the Trinity.</p>
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<p><i>Trinity 6</i></p>	<p><b>Thinking:</b></p> <p>Give pupils a copy of the school's vision/mission statement. What does it tell them about the school community? Ask them to pick out what they think are the most important words and give reasons for their choices.</p> <p><b>Believing and Living:</b></p> <p>Ask pupils to look at a copy of the <a href="#">Nicene Creed</a>, one of the most important statements of belief for Christians. Many Christians recite this statement of belief during worship. Ask pupils to highlight words in the text that relate to the Christian belief in God as <b>Trinity</b>. What words are associated with Father, Son and Holy Spirit?</p> <p>Ask pupils to create a visual diagram of the <b>Trinity</b> based on the words they have highlighted from the Nicene Creed.</p> <p>Christians make reference to the <b>Trinity</b> in many different ways during worship; explore several of these, for example:</p> <ul style="list-style-type: none"><li>• Prayers of blessing that end with the formula, "in the name of the Father, the Son and the Holy Spirit"</li><li>• Making the sign of the cross when praying (e.g. <a href="https://www.youtube.com/watch?v=BpRzqXG1dhc">https://www.youtube.com/watch?v=BpRzqXG1dhc</a> from 2.10 to 2.30)</li><li>• <a href="#">Pentecost</a> (the birthday of the Church and the festival that celebrates the giving of the Holy Spirit to Jesus' disciples; recounted in <a href="#">Acts 2:1-12</a>)</li><li>• Trinity Sunday (the first Sunday after <b>Pentecost</b>)</li></ul> <p>Pupils could create their own versions of prayers that a Christian might use that include a <b>Trinitarian</b> formula, explore the diverse ways in which Christians use the sign of the cross to remind them of the <b>Trinity</b> (different directions for Anglican/Roman Catholic Christians and Orthodox Christians), create birthday cards for the Christian Church that reflect the importance of the Holy Spirit to a Christian understanding of God, explore ways in which it might be important to have a special day in the Christian calendar to focus on worshipping God as <b>Trinity</b>, etc.</p>
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<i>Holy Communion 1</i>	<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="#">Luke 22:7-20</a>; <a href="#">Matthew 26:17-29</a>; <a href="#">Mark 14:12-25</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=PLcvEcrcF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=28">https://www.youtube.com/watch?v=fQq9WDliZGc&amp;list=PLcvEcrcF_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="#">texts</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 placed on the altar table to show the different times during the Christian year.</p>
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#### 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.

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<i>Summative</i>	Ask pupils to produce an overview of what they have learned about Christian beliefs about God over the course of the term. This could be in the form of a podcast, a vlog, a website, an app, a PowerPoint presentation, a guidebook, etc. Ensure they focus on including key vocabulary, key texts and key Christian practices (and their diversity).
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