



## Leconfield Primary School Religion & World Views Scheme of Work

EYFS (Spring/Easter)

Religion & World Views in EYFS is taught through the areas of learning. All skills and topics are taught throughout the year as and when they relate to the overarching theme and children's interests.  
Below are some of the areas that will be covered but please see our EYFS curriculum for more details.

Literacy	Expressive Arts	Personal, social and emotional development	Understanding the world
<p>Through artefacts, stories and music, children learn about important religious festivals such as Chinese New Year, Lent, Easter</p> <p>Using a religious celebration such as baptism or a naming ceremony as a stimulus, children talk about the special events associated with the celebration, and other special days. They learn relevant words and use them appropriately.</p>	<p>Children think about and express simple meanings associated with religious artefacts.</p> <p>They are encouraged to talk about their own experiences and feelings and those of others and are supported in reflecting on them.</p> <p>Children sing and make music relating to special events like</p>	<p>Children use some stories they hear from religious traditions as a stimulus to reflect on their own feelings and experiences and show an understanding of those of others.</p> <p>They learn about right and wrong through stories; reflect on the words and actions of characters in a story, talk about reasons for rules and respond through activity and play.</p>	<p>Children ask and answer questions about religion and culture, they recognise buildings and places connected with religion.</p> <p>Children visit places of worship, showing respect; they learn what happens there.</p> <p>They meet, listen to and respond to a range of people from different religious and ethnic groups; they find out what</p>

<p>Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences through play, roleplay, dressing up, puppets, modelling</p>	<p>festivals and celebrations; they use Tap Sticks in dance.</p> <p>They create things to express ideas and feelings simply, in relation to a religious story or artefact, building a rich vocabulary</p>	<p>Using role-play as a stimulus, children talk about some of the ways that people show care, love and concern for others and why this is important; they think about how humans help one another.</p>	<p>matters to people of faith and no faith.</p> <p>They handle artefacts with curiosity and respect, asking questions and exercising curiosity</p> <p>Children listen to creation stories and talk about the importance of looking after the natural world.</p>
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## SPRING

### Year 1

#### Unit 1.2: Worship

#### About this unit

This unit builds on children's previous learning around 'special' places and objects in EYFS. Throughout the unit, take opportunities to visit places of worship, either in real time or virtually; identify key features; and link to cross-curricular studies in the local community.

#### INTENT – Vision

##### Key Question

Why worship?

##### Key Concepts

gospel, worship, sacred

##### Second order concepts

(Please highlight concepts covered and/or add additional concepts as you progress through the unit of learning.)

- responsibility
- similarity and difference
- cause and consequence
- significance
- written/oral expression
- chronology
- empathy
- authority
- sense of belonging
- right and wrong

##### Key Vocabulary

churches and other places of worship, features of the building, holy days

#### IMPLEMENTATION – 'Ways of knowing'

Exploring	Learning Outcomes by the end of KS1		
How and why do people of faith worship?	<p style="text-align: right;"><b>Key: Theology – Philosophy – Social sciences</b></p> <ul style="list-style-type: none"> <li>● describe different ways people may worship</li> <li>● recognise aspects of worship common to more than one faith</li> <li>● reflect on the importance of worship in the life of a believer</li> </ul>		
How is a place of worship used?	<ul style="list-style-type: none"> <li>● name the parts of two places of worship for different faiths</li> <li>● describe how the building and its artefacts are used in different ways</li> </ul>		
What makes a holy book special?	<ul style="list-style-type: none"> <li>● recognise and name the holy books of different faiths</li> <li>● retell a story from two different faiths and say what they mean for the believer</li> </ul>		
<p>Children start this unit by talking about what makes a place special, linking personal knowledge to the concept of 'worship' and places of worship in the community/local area.</p>			
Scheme of work	Getting started ...	Demonstrate new understanding Task/activity ideas	Useful links (If the link does not open, please find URL on final page.)
<p>Session 1</p> <p><b><i>What makes a place special?</i></b></p>	<p>Drawing on children's prior knowledge, discuss:</p> <p>What makes a place special? Have you got a special place? Where is it? Why is it special?</p> <p>Expand further by listing places that are special to certain groups, such as a football or rugby stadium, talk about life on the camp at Leconfield and buildings and places</p>	<p>After discussing what makes a place special. Children draw a picture of a place that is special to them. It could be a garden, a park, Grandma's house, his/her bedroom.</p> <p>Why is the place they've chosen special to them? Do they feel safe? Is it fun? Is it a calm place to think and reflect? Children draw a picture and write a sentence</p>	

	that are special there to the military families that live there...	saying: 'This place is special to me because...'	
<p>Session 2</p> <p><b><i>What is worship?</i></b></p>	<p>Looking at how people worship in different faiths, discuss:</p> <p>What is worship?</p> <p>Where can people worship?</p> <p>At home?</p> <p>At a place of worship?</p>	<p>What does the word 'worship' mean? Children discuss and make notes on 'post-its' about what the word 'worship' means. Discuss the meaning together then show the children a definition of the word.</p> <p>To worship means to act in a way that shows great respect and/or love for someone. People often worship God.</p> <p>Where can people worship? Tell the children that for many people of faith, a 'place of worship' is a special place. It is a place or building where they worship. What holy buildings do the children know already?</p> <p>Show children the video about the different places of worship.</p> <p>How do people worship? Come up with a list of things people of faith might do in a place of worship:</p> <ul style="list-style-type: none"> <li>● meeting and talking with others</li> </ul>	<p><a href="#">Places of worship for kids</a></p> <p><a href="#">Places of worship and religious books</a></p> <p>For teacher information:</p> <p><a href="#">Worship Definition: How Does the Bible Define Worship? - Worship Deeper</a></p>

		<ul style="list-style-type: none"> <li>● reading and learning about their religion</li> <li>● spending quiet time alone, thinking</li> <li>● celebrating special events in someone's life, such as a wedding</li> <li>● celebrating religious festivals</li> <li>● singing/music</li> <li>● praying</li> </ul> <p>Activity: Children choose a place of worship (church, synagogue, mandir) and have a template of their chosen place. Children draw and write down the list of things that happen within the holy place of worship. e.g. Prayer, wedding, singing etc. general not specific to that religion,</p> <p><b>Dive deeper, question further</b> Plan questions to ask a worshipper what they do in their place of worship and/or at home and why.</p>	
Session 3	Use Google Maps to locate places of worship in the community/local area.	Remind the children of the places of worship discussed in the last lesson:	Google Maps Google Earth yell.com

<p><b><i>What places of worship are in the community/local area?</i></b></p>	<p>Consider the idea that a place of worship is special to a group of believers.</p>	<ul style="list-style-type: none"> <li>● church</li> <li>● synagogue</li> <li>● mandir</li> </ul> <p>Do we have any of these places of worship near to us? Have the children been to a place of worship? Seen one? If they've never been, how do they know it is there? What have they noticed? Have they seen people congregating outside a church on a Sunday morning? Have they seen Jewish men wearing kippahs near the synagogue on a Friday or Saturday during shabbat? Have they heard an Islamic call for prayer?</p> <p>Activity:          Look at Google Maps and locate places of worship in the local area.          List the places of worship found in the local area.          Plot local places of worship on a map of the local area.          Take a photograph of the class map for Seesaw/ books</p>	
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Children investigate what happens in different places of worship (including worship at home), considering similarities and differences. They also explore different faith leaders, considering roles, clothes, activities and reasons for going to a place of worship.

Scheme of work	Getting started ...	Demonstrate new understanding Task/activity ideas	Useful links (If the link does not open, please find URL on final page.)
<p>Session 4</p> <p><b><i>What happens in a church?</i></b></p>	<p>Who goes there? Why? How do people worship in a church? Do people worship at home?</p>	<p>Watch a video about the Christian place of worship: a church. Make notes about what happens in a church. What special features does a church have? Discuss the features listed below.</p> <p>Activity: Draw a Christian place of worship and draw/write what happens there.</p> <p>Children could include:</p> <ul style="list-style-type: none"> <li>● a cross</li> <li>● the bell tower</li> <li>● wooden pews</li> <li>● alter (table)</li> <li>● organ</li> <li>● font (basin)</li> <li>● candle</li> <li>● lectern</li> <li>● pulpit</li> <li>● stained glass window</li> </ul>	<p><a href="#">Tour of a church – Part 1</a></p> <p><a href="#">Different features of a church</a></p> <p>Video 1 – font Video 2 – pulpit and organ Video 3 – communion and stained-glass windows Video 4 – graveyard Video 5 – what vicars wear</p>



		<p><b>Dive deeper, question further</b>  Talk about: Do all churches have the same features? How might they be different?  Consider the special atmosphere in a place of worship or another sacred place.  Talk about feelings when watching or participating in an act of worship.</p>	
<p>Session 5</p> <p><b>What happens in another place of worship?</b></p>	<p>Start by discussing: <i>What happens in another place of worship?</i></p> <p>Who goes there?  Why?  How do people worship in a synagogue?  How do people worship in a Buddhist temple?  How do people worship in a Hindu temple?  Do people worship at home?</p>	<p>Watch videos of another place of worship different to the Christian church.  Show the video about the Mandir (Hindu temple)  Draw a mandir and label with the things you would find there.</p> <p><b>Dive deeper, question further</b>  Consider the special atmosphere in a place of worship or another sacred place.  Talk about feelings when watching or participating in an act of worship.</p>	<p><a href="https://www.youtube.com/watch?v=o-s0mN5P8jo">https://www.youtube.com/watch?v=o-s0mN5P8jo</a> Visiting a Mandir- Video clip</p>
<p>Session 6</p>	<p>Ask: Who leads worship?</p> <p>Discuss the role of:  the priest/vicar in Christianity</p>	<p>Research the person who leads the worship. What do they wear?  What do they do? How do they prepare for worship?</p>	<p><a href="#">A day in the life of a vicar</a></p>

<p><b>Who looks after the place of worship?</b></p>	<p>the Imam in Islam the Rabbi in Judaism the Swamis in Hinduism</p> <p>What do they wear? What do they do? How do they prepare for worship?</p>	<p>Possible activities:</p> <p>1. Make a montage of people associated with a place of worship, sharing information about:</p> <ul style="list-style-type: none"> <li>● roles</li> <li>● clothes</li> <li>● activities</li> <li>● reasons for going there</li> </ul> <p>2. Split the class into two groups and each research a different religion (for example: Jewish Rabbi and a Christian Vicar). Children could present their findings and then compare and contrast the two leaders of worship.</p>	<p><a href="#">A day in the life of a Jewish Rabbi</a></p>
<p>Children find out about how religious artefacts are used in places of worship and at home. They learn about how sacred texts are treated and consider why music is important to worship.</p>			
<p><b>Scheme of work</b></p>	<p><b>Getting started ...</b></p>	<p><b>Demonstrate new understanding Task/activity ideas</b></p>	<p><b>Useful links</b> (If the link does not open, please find URL on final page.)</p>
<p>Session 7</p> <p><b>What objects do you find in a church?</b></p>	<p>What objects do you find in a church?</p> <p>Consider how religious artefacts are used in a church and at home.</p>	<p>Visit a church – or make a virtual tour - and look at how different parts are used.</p> <p>Discuss objects found in a church or a Christian home.</p>	<p><a href="#">Hull Minster Virtual Tour</a></p>

		<p>Identify and name the objects.</p> <p>Match photographs/drawings of objects found in a church with a name/description:</p> <p>cross          chalice          priest's stole          bible          font          pew          nativity scene/Easter garden          advent/Easter candle          advent wreath</p>	
<p>Session 8</p> <p><b><i>What objects do you find in another place of worship?</i></b></p>	<p>What objects do you find in another place of worship?</p> <p>Consider how religious artefacts are used in another place of worship and at home.</p>	<p>Visit another place of worship – or make a virtual tour - and look at how different parts are used.</p> <p>Identify and name the objects. Compare different artefacts from different religions/beliefs and discuss similarities and differences.</p> <p>Activity:          Match photographs/drawings of objects found in a synagogue with a name/description.</p>	<p><a href="#">Beliefs and practices</a> Teacher information</p> <p><a href="#">Worship in the synagogue</a> Teacher information</p> <p>Powerpoint- Twinkl</p> <p><a href="#">Inside the Synagogue: What do you need to know? - BBC Teach</a></p>

		<p>Synagogue:          memorial board          Torah scrolls          ark          siddur          menorah</p>	
<p>Session 9</p> <p><b><i>Why are sacred texts and stories important?</i></b></p>	<p>Talk about how sacred texts are treated, such as ...</p> <ul style="list-style-type: none"> <li>the Qur'an (Islam)</li> <li>the Torah (Judaism)</li> <li>the Bible (Christianity)</li> <li>the Tripitaka (Buddhism)</li> <li>the Guru Granth Sahib (Sikhism)</li> <li>the Vedas (Hinduism)</li> </ul> <p>Read stories from different faiths which have similar messages.</p>	<p>What books are special to you?          Why?</p> <p>The holy books belonging to a religion are considered sacred.          What does sacred mean?</p> <p>Possible activity</p> <p>Retell a story from a holy book and say what message it gives.</p> <p>Draw (Or use a given picture) of the torah and label and write what we know about it.</p> <p><b>Dive deeper, question further</b>          Consider what makes a holy book special.</p>	<p><a href="#">What is the Torah?   Religious Studies - My Life, My Religion: Judaism</a></p>
<p>Session 10</p>	<p>Listen to music played in different places of worship.          How does it make you feel?</p>	<p>Why is music often important to worship?          Listen to some music played in different places of worship. How</p>	<p><a href="#">Christian hymn, Dear Lord and Father of Mankind</a></p> <p><a href="#">Islamic call to prayer</a></p>

<p><b><i>Why is music often important to worship?</i></b></p>		<p>does it make you feel? What's similar? How are they different?</p> <p>Get the children to write down their favourite piece of music from the examples played. Why is it their favourite? What do they like about it? How does it make them feel?</p> <p><b>Dive deeper, question further</b> Listen to religious music and discuss what it might mean to a believer. Reflect on the style and mood of different types of religious music.</p>	<p><a href="#">Diwali celebration song</a></p> <p><a href="#">Buddhism Songs</a></p>
<p><b><i>EASTER</i></b> <b><i>What symbols and artefacts are important at Eastertime?</i></b></p>	<p>Tell the children a simple version of the Easter story, focusing on Holy Week and Jesus coming back to life.</p>	<p>Use the senses to explore artefacts and symbols associated with Eastertime</p> <ul style="list-style-type: none"> <li>● Shrove Tuesday (pancakes)</li> <li>● Ash Wednesday (ash crosses)</li> <li>● Lent (giving things up)</li> <li>● Palm Sunday (palm crosses)</li> <li>● Good Friday (hot cross buns)</li> <li>● Easter Day (chocolate eggs)</li> </ul> <p>Children could make a poster showing all the symbols of Easter or make pancakes/ have hot cross buns whilst teaching about the</p>	

		significance of these.	
<b>IMPACT – ‘How do I know?’</b>			
By the end of the unit, children will understand how places of worship are used and this leads directly into learning about the celebrations of festivals such as Easter, Eid, Holi, Baisakhi, Pesach (also see the Easter unit which may follow).			
Final session	<p>End of unit assessment:</p> <p><b>Recall the important features of a place of worship and say how they are used</b>  <b>Say why a local place of worship is important for many people.</b></p> <p><b>Recognise which holy books are special to different religions.</b></p>	<p><i>These contribute to the following end of End of Key Stage statements:</i></p> <p><b>Talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.</b></p>	

**Year 2**  
**Unit 2.2: Believing**

**About this unit**

This unit builds on children’s learning in Unit 1.1 Belonging and takes a theological focus about how beliefs are expressed. Children will be introduced to key figures from Old and New Testaments alongside stories from other religious traditions. Here they will focus on key beliefs demonstrated in the stories and the commitments that stem from those beliefs.


**INTENT - Vision**

Key Question	Key Concept	Key Vocabulary
What is true?	<p>God, sacred, holy, belief, religion, <b>worldview</b></p> <p><b>Second order concepts</b> (Please highlight concepts covered and/or add additional concepts as you progress through the unit of learning.)</p> <ul style="list-style-type: none"> <li>● responsibility</li> <li>● similarity and difference</li> <li>● cause and consequence</li> <li>● significance</li> <li>● written/oral expression</li> <li>● chronology</li> <li>● empathy</li> <li>● authority</li> <li>● sense of belonging</li> <li>● right and wrong</li> </ul>	named characters and artefacts from chosen faiths, prayer

IMPLEMENTATION – ‘Ways of knowing’			
<b>Exploring</b>	<b>Learning Outcomes by the end of KS1</b>		
	<b>Key: Theology – Philosophy – Social sciences</b>		
What do people of faith believe?	<ul style="list-style-type: none"> <li>• name some beliefs of two different faiths</li> <li>• recognise beliefs that are the same for different faiths</li> </ul>		
What are the different ways in which people of faith express their beliefs?	<ul style="list-style-type: none"> <li>• describe how religious people may express their beliefs in action</li> <li>• consider a prayer or text that expresses belief</li> </ul>		
Children begin to consider what belief is and explore what they believe in and whether their beliefs and values align with their peers. <b>They learn to recognise that there are different worldviews</b>			
<b>Scheme of work</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding Task/activity ideas</b>	<b>Useful links</b> (If the link does not open, please find URL on final page.)
Session 1  <b>What is belief?</b>	<p>Discuss the differences between a fact (something that can be proved) and a belief.</p> <p>Drawing on children’s prior knowledge, recap work covered in Unit 1.1: Belonging and discuss groups children belong to; promises and commitments made when joining a community.</p>	<p>Provide children with a list of facts and beliefs and ask the children to sort them into the 2 groups.</p> <p>Explore promises made when joining groups/communities such as: Rainbows/Cub/Brownies/Guides/Scouts/ Karate ...</p>	<p><a href="#">Brownies Promise Ceremony - YouTube</a></p> <p><a href="#">Ava Brownie Promise. - YouTube</a></p> <p><a href="#">Beavers Promise - YouTube</a></p>




		<p>Talk about how members of the armed forces swear an oath to the King/ Queen when they join and when the monarch changes.</p> <p>"I swear by almighty God that I will be faithful, and bear true allegiance to his Majesty King Charles III, his heirs and successors, and that I will as in duty bound, honestly and faithfully defend his Majesty, his heirs and successors in person, crown and dignity, against all enemies, and will observe and obey all"</p> <p>Watch video clips</p> <p>Allow time for children to share their experiences.</p> <p>What do all these promises have in common? Discuss and make a class list. (Take photograph)</p>	
<p>Session 2</p> <p><b><i>What do I believe in?</i></b></p>	<p>Talk about what the children believe in and list responses. <b>Introduce the idea of different worldviews based on different life experiences.</b></p> <p>Where do children get their beliefs and values?</p>	<p><b>Share the animated video 'Nobody Stands Nowhere'</b></p> <p>What views were shown in the video? What was the message of the video?</p> <p>Ask children to think about their lives and what is important to them.</p> <p>Link to We ROCK. Display these and talk about the beliefs of our school community.</p>	<p><a href="#"><u>Nobody Stands Nowhere - Theos Think Tank - Understanding faith. Enriching society.</u></a></p>

		<p>Children could have a sheet with We ROCK at the top explaining our school views. They then complete by adding their own ideas or views. e.g, At Leconfield We ROCK We are respectful, open-minded, curious and kind and then the children write a sentence showing how they believe they show one of these values. e.g. I rock because I show respect to animals. or I am kind to people in my family and at school.</p>	
<p>Session 3</p> <p><b><i>Do others believe the same as me?</i></b></p>	<p>Consider and explore optical illusions: is seeing believing? Do we all see in the same way? e.g.</p> 	<p>Recap the beliefs discussed in the last session.</p> <p>Show the optical illusions. What do the children see? Do we all see the same thing? Is there a right answer? Can children explain to others what they see? Can you see what somebody else sees now?</p> <p><b>Dive deeper, question further</b></p> <p>Is it ok to believe in different things?</p> <p>Children could offer advice to a child asking about differing beliefs. e.g., What do I do if I believe something different to a friend?</p> <p>Children could write a sentence to explain what they can do if they disagree with somebody or have a different view.</p>	<p>Optical illusions <a href="https://i.pinimg.com/originals/8d/73/43/8d7343eabc0cbd5753cbe33564656ac0.jpg">https://i.pinimg.com/originals/8d/73/43/8d7343eabc0cbd5753cbe33564656ac0.jpg</a></p> <p><a href="https://th.bing.com/th/id/R.0039a1116d240e2957ba284c21777878?rik=hntxVVIRQpWq2Q&amp;pid=ImgRaw&amp;r=0">https://th.bing.com/th/id/R.0039a1116d240e2957ba284c21777878?rik=hntxVVIRQpWq2Q&amp;pid=ImgRaw&amp;r=0</a></p> <p><a href="https://4.bp.blogspot.com/-ClG9wIVyjAA/U578NKs38fl/AAAAAAAAADPk/yD9Rf7ArfAE/s1600/faces-or-vase.jpg">https://4.bp.blogspot.com/-ClG9wIVyjAA/U578NKs38fl/AAAAAAAAADPk/yD9Rf7ArfAE/s1600/faces-or-vase.jpg</a></p>

<p>Next, children will investigate the beliefs and values of Christian faith members, beliefs and values of one other religion and/or other non-religious worldviews. They will also explore how and why a piece of writing from a sacred text may be important to a believer.</p>			
Scheme of work	Getting started ...	Demonstrate new understanding Task/activity ideas	Useful links (If the link does not open, please find URL on final page.)
<p>Session 4</p> <p><b><i>What do Christians believe?</i></b></p>	<p>Where do Christian faith members get their beliefs and values?</p> <p>Watch a video clip ...</p> <p>What do Christians believe?</p> <p>List information on Christian beliefs.</p>	<p>Ask the children to think and share what they already know about Christianity and what it means to be a Christian and some of the things that they do as a Christian e.g., pray, go to church etc</p> <p>Share video clip</p> <p>Questions to think/ discuss</p> <ul style="list-style-type: none"> <li>● What is Christianity?</li> <li>● What did Jesus do?</li> <li>● What do Christians do?</li> <li>● What festivals do Christians celebrate?</li> <li>● Do Christians have a holy book?</li> <li>● Where do Christians live?</li> <li>● Are there different types of Christians?</li> <li>● Who are Christians' religious leaders?</li> <li>● What symbols do Christians use?</li> <li>● What special objects do Christians have?</li> </ul>	<p><a href="#">What is Christianity? - BBC Bitesize</a></p> <p><a href="#">Christianity for Kids (primaryhomeworkhelp.co.uk)</a></p>

		<ul style="list-style-type: none"> <li>• Which places are special for Christians?</li> </ul> <p>Children to sort religious artefacts, places, leaders etc as being Christian or non-Christian</p> <p>Look at a number of artefacts that are important to Christians.</p> <p>Children could research in books and / or online to find out more about Christianity and write some sentences about what they find out <a href="http://primaryhomeworkhelp.co.uk">Christianity for Kids (primaryhomeworkhelp.co.uk)</a></p> <p><b>Dive deeper, question further</b></p> <p>Recognise the Christian beliefs in Mother Theresa's Prayer.</p> <p>Reflect on why Jesus is inspirational to Christians today.</p>	
<p>Session 5</p> <p><b><i>What do christians believe?</i></b></p>	<p>Work like a theologian. Explore a text from the Bible and consider its meaning for Christians; does it have meaning for people with no religious beliefs?</p> <p>Moses crossing the Red Sea,</p>	<p>The children listen to the story of 'Moses crossing the Red Sea'. What is the meaning of the story? How does it link to the belief of Christians?</p> <p>The children can act out or freeze frame the story.</p> <p>They could write sentences to say what the meaning of the story is to Christians.</p> <p>God's protection is always there, even when we don't know it. He has a plan for us just as He did for Moses. Although things may seem difficult at the time, God is always working in us for the good. This</p>	<p><a href="#">Moses crossing the red sea</a></p>

		<p>week, everyone should spend some time in prayer, thanking God for His protection.</p>	
<p>Session 6</p> <p><b><i>What do members of a different faith believe?</i></b></p>	<p>Where do members of other faiths get their beliefs and values?</p> <p>Watch a video clip ...</p> <p>What do (Hindu and Jewish people.) believe? List information on other faith members beliefs.</p> <p>Have ready a selection of artefacts linked to Christianity and another faith; can children work out what a faith member believes?</p>	<p>Ask the children to think and share what they already know about (the Hindu (Sanatana Dharma religion) and what it means to be a (Hindu).</p> <p>Have ready a selection of artefacts linked to Christianity from last week and another faith; can children work out what a faith member believes?</p> <p>Share video clip Questions to think/ discuss</p> <ul style="list-style-type: none"> <li>● What is (the Jewish religion)?</li> <li>● What do (Hindu people) do?</li> <li>● What festivals do the Jewish religion celebrate?</li> <li>● Do Hindu people have a holy book?</li> <li>● What symbols does each religion use?</li> <li>● What special objects does each religion have?</li> </ul> <p>Children could compare similarities and differences between the different religions. This could be done as a class or in groups on large pieces of paper.</p>	<p>Hinduism <a href="#">What is Hinduism? - BBC Bitesize</a></p>  <p>Judaism <a href="#">What Is Judaism? - BBC Bitesize</a></p>

<p>Session 7</p> <p><b><i>Why may a piece of sacred writing be important to a believer?</i></b></p>	<p>Listen to a simple version of the Lord's Prayer and talk about what a believer might pray for.</p> <p>Listen to other religious prayer/ text.</p>	<p>Look at the apostles creed and the lord's prayer. What do they mean? What does it tell you about the values of the Christian religion, Show powerpoint about the main beliefs in Hinduism.</p> <p>Compare with Christianity.</p> <p>Children link it to what they could consider special/ sacred to them and why they would want others to respect it. Children write down their beliefs and what is important to them. e.g. I believe that we should always tell the truth/ I believe that we should be kind and help other people.</p>	<p><a href="#">The Apostles' Creed   The Church of England</a>  <a href="#">The Lord's Prayer for Children - YouTube</a></p>
<p>Session 8</p> <p><b><i>Do people who don't follow a religion have their own beliefs?</i></b></p>	<p>Share a video clip on Humanism.</p> <p>Discuss the beliefs of this worldview.</p>	<p>Following 1<sup>st</sup> link there are video clips and PowerPoint showing key beliefs of Humanism.</p> <ul style="list-style-type: none"> <li>- Leading a happy life. Explore what makes people happy and everyone is special.</li> <li>- Children could decorate a symbol to show what makes them happy and is special/ shows their individuality.</li> <li>- Children could come up with a list of what they believe would be important for them to lead a happy life.</li> </ul>	<p><a href="#">What is humanism? » Understanding Humanism</a></p> <p><a href="#">Who are humanists? » Understanding Humanism</a>  <a href="#">Knowledge and belief » Understanding Humanism</a></p>

<p>Finally, the children will think about how faith and non-faith members show their belief through commitment to a cause. They will explore commitments made by contemporary people who may/not be influenced by a specific faith and discuss why we should respect the beliefs of others.</p>			
Scheme of work	Getting started ...	Demonstrate new understanding Task/activity ideas	Useful links (If the link does not open, please find URL on final page.)
<p>Session 9</p> <p><b><i>Is it important for everyone to believe in something?</i></b></p>	<p><b>Dive deeper, question further</b></p> <p>Is it important for everyone to believe in something?</p> <p>Gather children’s responses.</p> <p>Move on to consider how faith and non-faith members show their beliefs through commitment.</p>	<p>Explore commitments made by contemporary people of faith, such as ...</p> <ul style="list-style-type: none"> <li>● Mo Farrah (to athletics)</li> <li>● Malala Yousafzai (to girls’ education)</li> <li>● Cat Stevens/Yusuf Islam (to music)</li> <li>● Sachin Tendulkar (to cricket)</li> <li>● Zac Goldsmith (to the environment)</li> <li>● Dalai Lama (to peace and kindness)</li> <li>● Jaspreet Kaur (to human rights)</li> </ul> <p>Explore commitments made by contemporary people devoting themselves to a cause, such as ...</p> <ul style="list-style-type: none"> <li>● Greta Thunberg</li> <li>● Captain Sir Tom Moore</li> <li>● Marcus Rashford- Christian</li> </ul> <p>Discuss the characteristics these people show.</p> <p>Children to come up with what we as a class/school be more committed to. Children to come up with some commitments:</p>	<p><a href="#">Marcus Rashford: Free meals for children should carry on - CBBC Newsround</a></p> <p><a href="#">Captain Sir Tom Moore: Celebrating the life of a charity fundraising legend - CBBC Newsround</a></p> <p><a href="#">Greta Thunberg: 16-year-old climate activist inspired international youth movement - CBBC Newsround</a></p> <p><a href="#">Mo Farah shares tips for young athletes - CBBC Newsround</a></p>

		<p>-personal -class -school -wider community</p> <p>And provide reasons for their commitments. Either produce a class list or children record individually.</p>	<p><a href="#">Newsround's special programme all about Malala - CBBC Newsround</a></p>
<p>Session 10</p> <p><b><i>Why should we respect the beliefs of others?</i></b></p>	<p>Go back to information on Christian and another faith members' beliefs (collated in previous sessions) and talk about what is the same/different.</p> <p>Why is a key figure (such as Jesus/Muhammad pbuh/Dalai Lama) inspirational to members of another faith <b>or worldview</b>? What is their superpower?</p>	<p>Reflect on why (Jesus/Muhammad (pbuh)/Dalai Lama ...) is inspirational to faith members today.</p> <p>Explore how faiths and faith-based charities may work individually/together to help care for the world. E.g., Christian Aid, Samaritans, Jewish blind and disabled, Muslim Charity</p> <p>Explore and explain how most charities help anyone regardless of their religious beliefs link back to helping those less fortunate.</p> <p>Talk about the charities we support at Leconfield. All these charities show kindness and help people who are less fortunate. and this is a value held by many religion. The children draw and write about how as a school we show kindness by helping others regardless of beliefs and religion.</p>	<p><a href="#">Muslim Charity   Charitable Organization in United Kingdom</a></p> <p><a href="#">UK charity fighting global poverty - Christian Aid</a></p> <p><a href="#">Housing &amp; Support   JBD</a></p>



<p><b>EASTER</b> <b>How do different people represent or tell the Easter story?</b></p>	<p>As a class recount and sequence the events in the Easter story Show the children how the Easter story is depicted in different art forms.</p>	<p>The children tell the donkey's story, based on book <i>Dave the Donkey</i> by Andrew McDonough</p> <p>You could listen to the Palm Sunday story at the beginning of Holy Week.</p>	
<p><b>IMPACT – ‘How do I know?’</b></p>			
<p>By the end of the unit, pupils should associate core beliefs with key figures and artefacts from two religions. There are opportunities to talk about British Values. Also see the KS1 Easter unit which may follow.</p>			
<p>Final session</p>	<p>End of unit assessment:</p> <p><b>Recall and name key beliefs from different religions.</b></p> <p><b>Recognise similarities and differences between the key beliefs for different faiths.</b></p> <p><b>Suggest two examples of religious beliefs that lead into action.</b></p>	<p><i>These contribute to the following end of End of Key Stage statements:</i></p> <p><b>Recall different beliefs and practices, naming key words, key figures and core beliefs.</b></p> <p><b>Children compare different faiths (Christianity and one other) explain reasons. Possibility of using Venn Diagram.</b></p>	

**CHERRY CLASS Year 3 children only Spring 2023**  
**Unit 3.2: Founders of faith**

**About this unit**

In this unit, children will investigate the lives of two key figures who may be described as founders of their faiths, such as Jesus, St Paul, Muhammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha and Abraham. Through a theological lens, children will consider some key beliefs and how faith members follow the teachings of those founders.

**INTENT - Vision**

Key Question	Key Concept	Key Vocabulary
Who, what and when?	<p>gospel, authority, faith</p> <p><b>Second order concepts</b>            (Please highlight concepts covered and/or add additional concepts as you progress through the unit of learning.)</p> <ul style="list-style-type: none"> <li>● responsibility</li> <li>● similarity and difference</li> <li>● cause and consequence</li> <li>● significance</li> <li>● written/oral expression</li> <li>● chronology</li> <li>● empathy</li> <li>● authority</li> <li>● sense of belonging</li> <li>● right and wrong</li> </ul>	founder, leader, teaching, values

## IMPLEMENTATION – ‘Ways of knowing’

<b>Exploring</b>	<b>Learning Outcomes by the end of LKS2</b>
	<b>Key: Theology – Philosophy – Social sciences</b>
How do the lives of faith founders influence believers?	<ul style="list-style-type: none"> <li>● identify key events in the lives of faith founders and their impact on those around them</li> <li>● explain the relevance of different faith founders for their followers today</li> </ul>
What do key religious figures teach?	<ul style="list-style-type: none"> <li>● explain the significance of the key teachings of faith founders for faith members</li> <li>● describe the teachings of key religious figures, identifying some similarities and differences</li> <li>● reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul>

In this teaching sequence we discuss the characteristics of a good leader. We will then learn about the key religious figures for Christianity, Muslim and Sikhism and the key events in their lives.

Scheme of work	Getting started ...	Demonstrate new understanding Task/activity ideas	Useful links (If the link does not open, please find URL on final page.)
Session 1  <b><i>What makes a good leader?</i></b>	Drawing on children’s prior knowledge, recollect some facts about key figures from different faiths. Share information about: Christianity- Jesus Buddhism- Buddha Judaism - Abraham Sikhism- Guru Nanak Islam- Mohammed (pbuh)  What does it mean to be the ‘founder’ or leader of a group or team? Link to groups we know or attend for example, Brownies, Scouts, football...Talk about what it means	Sort characteristics of a good or bad leader.  Year 3- Mind map the characteristics of a good leader.  <b>Dive deeper, question further</b> How would it feel to be the leader/ founder of a faith? How does the word ‘responsibility’ link to being a faith founder?	<a href="#">BBC bitesize information about religions</a>

	for our forces families to belong to their community too.	Which one word would you choose to describe a faith founder? Why?	
Session 2 <b><i>Who are the key religious figures for Christianity?</i></b>	Explore the life of key religious figures for Christianity, such as Jesus and St Paul. Look at images- discuss who they are and what we know about them. Read information about Jesus and St Paul. Learn about Jesus's incarnation and resurrection.	Explore the way in which different artists from around the world depict Jesus. Year 3- label similarities and differences between the pictures of Jesus.	<a href="#">St Paul information</a>
Session 3 <b><i>Who are the key religious figures for other faiths?</i></b>	Select and explore the life of key religious figures for other faiths, such as Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha, Abraham ... In groups, read information about different faith founders mentioned above. Share information with the class to provide all children with knowledge of each faith founder.	Create a mind map listing the key faith founders and events in their lives. <b>Dive deeper, question further</b> Which of the faith founders we have learnt about today do you most relate to and why? What do you think is the most important quality for a faith founder and why?	
In this series of lessons will understand what faith founders believe and do and their relevance for believers today.			
<b>Scheme of work</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b> <b>Task/activity ideas</b>	<b>Useful links</b> (If the link does not open, please find URL on final page.)

<p>Session 4</p> <p><b><i>What did the key religious figures for Christianity believe and do?</i></b></p>	<p>Select and explore the teachings of key religious figures for Christianity, such as Jesus, St Paul ...</p> <p>What did they believe? What did they do in their lives?</p> <p>Remind the children of one of our School Values from We ROCK: Kindness.</p> <p>Use the story of The Good Samaritan as the focus for the lesson.</p> <p>Read the story, order story events and discuss the feelings of characters at different points in the story.</p> <p>How did Jesus show kindness in this story? What impact did Jesus and his beliefs have in this story? Conscience alley for the characters in the story.</p>	<p>Dramatise a parable in a modern context; explain its moral and message.</p> <p>Write about the message behind the story and a time they have helped someone themselves or someone has helped them.</p> <p><b>Dive deeper, question further</b> Explore the meaning of the parable of Jesus heals the blind man. What does it mean? Who was kind in the story? Who showed courage in the story?</p>	
<p>Session 5</p> <p><b><i>What did the key religious figures for other faiths believe and do?</i></b></p>	<p>Select and explore the teachings of key religious figures for other faiths, such as Mohammad (pbuh), Guru Nanak, Baha'u'llah, the Buddha, Abraham ...</p> <p>What did they believe? What did they do in their lives?</p> <p>Faith founders to explore linked to our religions in school- Guru Nanak, Sikhism</p>	<p>Create a picture, model or storyboard to reflect a teaching of a faith founder and explain its meaning for a believer.</p> <p>Questions to check understanding of the key events of the story.</p> <p><b>Dive deeper, question further</b></p>	<p><a href="#">Guru Nanak stories</a></p>

	<p>Muhammed, Islam.</p> <p>What did Guru Nanak believe and do? Explain about how he taught people about the importance of humanity, equality and said we are all equal. Read Guru Nanak and the boulder story.</p>	<p>What can we learn from the story of Guru Nanak and the boulder? Is this similar to any other faith stories you know?</p>	
<p>Session 6 Who is Jesus according to other religions?</p>	<p><b>Dive deeper, question further</b> Which religions other than Christianity recognise Jesus as an important teacher?</p> <p>Look at the links between Jesus and other religions, ask What do Jewish, Hindu, Sikh, Muslim etc people believe about Jesus? Children read information PowerPoint and share their findings with the class. When each group has shared, we will have a deeper understanding of what other religions believe about Jesus.</p>	<p>Sort key beliefs and teachings by faith and by founder; talk about similarities. Children given beliefs and names of religions to sort.</p>	<p><a href="#">Information about other religions views on Jesus.</a></p> <p><a href="#">Who Is Jesus, According to Other Religions?   Cold Case Christianity</a></p>
<p>Finally, we will learn about holy books and how they are important for faith members. We will consider the impact of a person's faith and faith founders' teachings on wider society.</p>			
<b>Scheme of work</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding Task/activity ideas</b>	<b>Useful links</b> (If the link does not open, please find URL on final page.)
Session 7	Have ready a selection of holy books, such as The Bible, The Qur'an, The Torah ...	Children write information around images of the holy books, for example the religion, name of	<p><a href="#">The Bible video</a></p> <p><a href="#">My Life, My Religion: Christianity</a></p>

<p><b><i>Where do we find these teachings?</i></b></p>	<p>Read a story from one or two holy books.</p> <p>Share thoughts and feelings when hearing the teaching in a story from a holy book.</p> <p>Watch video clips to see real life examples of children/ families using holy books in their everyday lives. How do they use them? Why do they use them? What can we learn from the videos?</p>	<p>the book, what we can learn from it, stories in it..</p> <p>Choose one holy book and write down key facts about it.</p> <p>Choose one holy book and write questions you may have about it. Share your questions with a partner- can they answer them?</p> <p><b>Dive deeper, question further</b>          If you are not religious, what books could you read to help you find your way in life?          What is similar or different about the way people from different religions use their holy book?</p>	<p><a href="#">My Life, My Religion BBC clips</a></p> <p><a href="#">The Qur'an video</a></p> <p><a href="#">The Torah video</a></p>
<p>Session 8</p> <p><b><i>How does a person's faith influence the way they live?</i></b></p>	<p>Watch videos to understand a day in the life of a Christian/ or other religion.</p> <p>How does being a Christian influence the way Nathan in the video clip lives?</p> <p>What impact does being a Christian have on his life?</p> <p>Would his life be the same if he was not a Christian?</p>	<p>Set up a dilemma for a faith follower (i.e., Conscience Alley) and show how key teachings help them to decide.</p> <p>Read a selection of scenarios/ problems for example, somebody tells you they are unhappy at school. How would you deal with this as a faith member? Record this individually.</p>	<p><a href="#">BBC video clip- Life as a Christian child</a></p>

		<p><b>Dive deeper, question further</b></p> <p>What is the relevance of Jesus for people today?</p> <p>What aspects of living a faith might be the hardest and why?</p>	
<p>Session 9</p> <p><b><i>How do the teachings of a faith founder impact on wider society?</i></b></p>	<p>Express thoughts about whether the teachings of faith founders can change lives for the better and guide followers.</p> <p>Watch clips to see how Christian's or people of other religions live their lives. Talk to somebody who is a Christian or another religion about how their religion impacts the community they live in.</p> <p>Look at key images which may help Christian's remember the teachings of Jesus, for example church, bible, cross, candle... Discuss their significance.</p> <p>If you are not a member of a faith, how could a faith founder impact on your life? Discuss.</p> <p>Find out the ten commandments and discuss Jesus's greatest commandment.</p> <p>Link to our school values (We ROCK)</p>	<p>Answer key questions about the teachings of faith founders and the impact they can have on people's lives, for example How does what Jesus taught Christian's help them in their lives? Do you think Christian's think about Jesus every day? Explain why.</p> <p>If you are not a Christian, how could Jesus have an impact on your life?</p> <p>How could Jesus guide a Christian in their daily life?</p> <p>How are the ten commandments useful in our lives?</p> <p>Children write their own commandments. (Begin with You should always/ You should never and use words such as generous, kind, tolerant, value, respect)</p>	<p><a href="#">Ten commandments worksheet idea</a></p>



		<p><b>Dive deeper, question further</b></p> <p>How can society benefit from people following their faith leaders' beliefs?</p>	
<p><b>EASTER</b></p> <p><b><i>Why is the Last Supper so significant for Christians?</i></b></p>	<p>Retell the events of Palm Sunday at the beginning of Holy Week . Show the children artwork depicting the Last Supper and the events in the Garden of Gethsemane . Explore the significance of bread and wine and the symbols and actions Christians use to remember the Last Supper.</p>	<p>The children could compare and label artwork depicting the Last supper and link to how Christians remember and symbolise the story. Or they could write a diary extract from the point of view of one of the disciples.</p>	
<p><b>IMPACT – ‘How do I know?’</b></p>			
<p>By the end of the unit, children know the key events in the lives of at least two key religious figures and should be able to talk about some key teachings. Also see the KS2 Easter unit which may follow.</p>			
<p>Final session</p>	<p>End of unit assessment:</p> <p><b>Recognise key events in the lives of some faith founders and the impact they made.</b></p> <p><b>Describe and make links between the teachings of different faith founders.</b></p> <p>Key questions: Name a key event in the life of Jesus and explain the impact this made.</p>	<p><i>These contribute to the following end of End of Key Stage statements:</i></p> <p><b>Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.</b></p>	

	<p>How could the greatest commandment help people of all religions live their lives? Explain who Guru Nanak was and what he taught people of all religions.</p>	
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## Year 5 Cherry Y4 children only and Ash Class (Y4/5)

### Unit 5.2: Faith in action

#### About this unit

This unit is an opportunity to use the lens of Theology to explore in greater depth the impact of the teaching of faith founders and other religious figures and the influence they had – and continue to have – today. In addition, children will have the opportunity to contrast the ideas and influence of significant people who hold non-religious worldviews. There are also elements of personal development covered in this unit. N.B.: This unit follows on from 5.1: Expressions of faith to build upon Unit 3.2: Founders of faith.

#### INTENT - Vision

Key Question	Key Concept	Key Vocabulary
What are the challenges?	<p>People of God, holy, belief, ethics and morality</p> <p><b>Second order concepts</b> (Please highlight concepts covered and/or add additional concepts as you progress through the unit of learning.)</p> <ul style="list-style-type: none"><li>● responsibility</li><li>● similarity and difference</li><li>● cause and consequence</li><li>● significance</li><li>● written/oral expression</li><li>● chronology</li></ul>	<p>Teaching and key concepts for each religion.</p> <p>Vocation, inspiration, influence, beliefs, significant, community, faith founder, charity, commitment</p>

	<ul style="list-style-type: none"> <li>● empathy</li> <li>● authority</li> <li>● sense of belonging</li> <li>● right and wrong</li> </ul>		
<b>IMPLEMENTATION – ‘Ways of knowing’</b>			
<b>Exploring</b>	<b>Learning Outcomes by the end of UKS2</b>		
	<b>Key: Theology – Philosophy – Social sciences</b>		
What do key religious figures teach?	<ul style="list-style-type: none"> <li>● explain the significance of the key teachings of faith founders for faith members</li> <li>● describe the teachings of key religious figures, identifying some similarities and differences</li> <li>● reflect on the teachings of key religious figures and how these teachings impact on society</li> </ul>		
How do the lives of faith founders influence believers?	<ul style="list-style-type: none"> <li>● identify key events in the lives of faith founders and their impact on those around them</li> <li>● explain the relevance of different faith founders for their followers today</li> </ul>		
<p>Children think about where beliefs come from and consider their own beliefs. Children then consider how this will be the same or may differ for a person of faith. Begin to consider the role that influencers have in shaping these beliefs.</p>			
<b>Scheme of work</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b>	<b>Useful links</b> (If the link does not open, please find URL on final page.)
Session 1  <b>Who do we listen to?</b>	<p>Ask children the key learning question for this lesson: Who do we listen to?</p> <p>Discuss reasons why or why not.</p> <p>Discuss whether this answer would be the same for everyone (consider faith</p>	<p>Show children some pictures of relevant, well-known celebrities who they may find inspirational. Discuss why they may inspire us and what they may influence us to do.</p> <p>Then discuss lesser-known inspirational people (BBC Bitesize link) – are these people more or less inspirational? Why?</p>	<p><a href="#">Six inspiring stories from incredible young people</a></p>

	<p>members as well as non-faith members)</p> <p>Discuss: Who inspires us? What inspires us? Who influences us? What influences us?</p>	<p>Discuss whether the people who inspire us always have to be in the public eye. Children to record ideas about the people who inspire and influence us. Why do they inspire us?</p>	
<p>Session 2</p> <p><b><i>Where do we get our beliefs from?</i></b></p>	<p>Discuss what the word belief means – give children dictionary definition.</p> <p>Can we substitute the term worldview for belief?</p> <p>Discuss:</p> <p>What does 'belief' mean to them?</p> <p>Why do they think they have these beliefs?</p> <p>How do our beliefs change over time/ as we get older?</p> <p>Do beliefs always have to abstract things such as Father Christmas/God?</p> <p>Can we have beliefs within ourselves/about ourselves?</p> <p>What could some examples be?</p> <p>Where do they think their beliefs have come from? How may their beliefs differ from a person of faith?</p>	<p>Children to mind-map the things that they believe in.</p> <p><b>Dive deeper, question further</b></p> <p>What inspires and influences my life?</p> <p>How does it show in the way I live and what I do?</p>	

<p>Session 3</p> <p><b><i>Who and what helps to shape our beliefs?</i></b></p>	<p>Recap previous lesson about children's own beliefs. Ask children again about what beliefs they have. Ask children who has influenced their beliefs.</p> <p>Explore the lives of significant people such as, Malala, Ghandi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association).</p>	<p>Write ten rich questions to ask people such as Malala, Ghandi, Archbishop Desmond Tutu or Andrew Copson (British Humanist Association) about their work and commitment to their beliefs.</p> <p><b>Dive deeper, question further</b></p> <p>Consider the impact of faith - on faith members' actions - from three different faith communities (Christianity, Islam and Sikhism).</p>	<p><a href="#">KS2 Assemblies – Malala Yousafzai</a></p> <p><a href="#">Who was Gandhi?</a></p>
<p>Session 4</p> <p><b><i>How can we tell the difference between good and bad influencers?</i></b></p>	<p>Ask children: what is an influencer? Discuss who the children would consider to be 'influencers'; talk about 'influencers' on social media:</p>	<p>Are modern day celebrities good influences? Why/why not?</p> <p>Linking back to the previous lessons: What can the children say about religion influences? Would the faith founders be good or bad influencers? What about the significant people from last lesson? Make a table of good and bad influences. e.g, Good- uses facts Bad- Uses opinion as facts.</p> <p><b>Dive deeper, question further</b></p>	<p><a href="#">KS2 Assemblies – Malala Yousafzai</a></p> <p><a href="#">Who was Gandhi?</a></p>

		Explore the influence that the media has on beliefs and the practice of religion today.	
Children build on their prior knowledge of the faith founders and consider what the key beliefs are within their focus religions that are still practised across the world today. To then explore any similarities and difference between religious concepts.			
<b>Scheme of work</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding Task/activity ideas</b>	<b>Useful links</b> (If the link does not open, please find URL on final page.)
<p>Session 5</p> <p><b><i>Considering the teachings of faith founders, what are the different key beliefs?</i></b></p>	<p>Introduce some faith founders to the children – such as Jesus (Christianity), the Prophet Muhammed (Islam), Siddhartha Gautama (Buddhism) and Guru Nanak (Sikhism).</p> <p>Discuss: What makes a good leader? What makes a good founder? What may have inspired these people to find a religion? What did the faith founders do in their lifetime? What did they teach their followers to believe and do? How does modern religion respond to their teachings?</p>	<p>Investigate key beliefs from different religions and other worldviews in some depth. Find out where they come from and their relevance for today in the practice of faith members.</p> <p>Explore the lives, actions and key teachings of the faith founders and explore what the key beliefs of the modern religions are.</p> <p>Explore how faith members of these religions live their lives according to the teachings of their faith founders.</p> <p>Look at some religious rules and values such as the Ten Commandments – how do these guide the life of the community? Which key beliefs do the members of faith behold?</p>	<p><a href="#">What is Christianity?</a></p> <p><a href="#">J is for Jesus</a></p> <p><a href="#">How Islam Began</a></p> <p><a href="#">The Enlightenment of the Buddha</a></p> <p><a href="#">Who was Guru Nanak?</a></p> <p><a href="#">The Ten Commandments</a></p>

<p>Session 6</p> <p><b><i>What is the same and what is different between religious concepts?</i></b></p>	<p>Mind-map what the children can remember about Hinduism (Sanatana Dharma), Judaism and Christianity – are there any similarities or major differences between them?</p> <p>What is the real meaning of dharma?</p> <p>dhar-ma 'där-mə 'där- Hinduism : an <b>individual's duty fulfilled by observance of custom or law.</b> Hinduism and Buddhism. : the basic principles of cosmic or individual existence : divine law. : conformity to one's duty and nature.</p>	<p>Explore similarities and differences between religious concepts, such as:</p> <ul style="list-style-type: none"> <li>● Prayer</li> <li>● Goodness The Fruits of the Spirit for Christians</li> <li>● Service to others</li> <li>● The Eightfold Path for Buddhists</li> <li>● The Communion of Saints for Christians</li> <li>● The concept of Covenant for Judaism and Christianity</li> <li>● Atman and karma for Sanatanis (Hindus)</li> <li>● Think for yourself, act for everyone</li> </ul> <p><b>Dive deeper, question further</b> Investigate the meaning of dharma for Sanatanis, Sikhs and Buddhists.</p>	<p><a href="#">The Enlightenment of the Buddha</a></p> <p><a href="#">What is Buddhism?</a></p> <p><a href="#">What do Buddhists value most?</a></p> <p><a href="#">What do Sikhs believe about the nature of God?</a></p>
<p>Explore understanding of faith in action further through looking at how charity work can help communities through following religious teachings. They then consider how religion can help shape vocations for a person of faith.</p>			
<p><b>Scheme of work</b></p>	<p><b>Getting started ...</b></p>	<p><b>Demonstrate new understanding</b> <b>Task/activity ideas</b></p>	<p><b>Useful links</b> (If the link does not open, please find URL on final page.)</p>
<p>Session 7</p>	<p>What is a charity? Can the children name any charities? Why do we have charities?</p>	<p>Make a class scrapbook of cuttings to show caring work motivated by faith. For example:</p> <ul style="list-style-type: none"> <li>● Christian Aid</li> </ul>	<p><a href="#">This is Christian Aid</a></p> <p><a href="#">Islamic Relief</a></p>



<p><b><i>How do faith-based charities exemplify faith teachings?</i></b></p>	<p>Why may religions get involved in any charities? Can they recall any charity work that was mentioned in the last unit (5.1 Expressions of faith)? Such as during Vaisakhi, Sikhism.</p> <p>Discuss how charities may follow the teachings of faiths before looking at some bible verses together – how does charity work follow these teachings?</p> <p>Such as: Luke 21:1-4, Luke 12:33, Matthew 5:42, Matthew 25:35, Isaiah 58:10</p>	<ul style="list-style-type: none"> <li>● The Salvation Army</li> <li>● Action for Children</li> <li>● Red Crescent</li> <li>● Oxfam</li> <li>● Cafod</li> <li>● local food banks</li> <li>● chaplaincy groups</li> </ul> <p>Split into groups and have each group focus on a different group or charity from the list above.</p>	<p><a href="#">Charity Digital</a></p> <p><a href="#">Open Bible – Charity</a></p> <p><a href="#">Bible Reasons</a></p>
<p>Session 8</p> <p><b><i>What is vocation?</i></b></p>	<p>Discuss with the children what the word ‘vocation’ means. Have they heard this word before? If so, where? Explain that a vocation is a calling in life, that often it is a job that people feel driven to /suits them best do due to their personality.</p>	<p>Read some different scenarios that describe people, choose a ‘vocation’ that suits them best. (e.g., doctor, teacher, priest, charity worker). Once children have recorded, discuss: Is there only one option for each person’s description? Could their personalities suit multiple vocations?</p> <p>Children to consider themselves – try to write their own character descriptions (if they struggle get them to do a friend/family member). Do they think</p>	<p><a href="#">KS2 – Vocation and Commitment</a></p>

		they have a calling to a particular vocation? Why/why not?	
<p>Session 9</p> <p><b><i>Do you have to be religious to have a vocation?</i></b></p>	<p>Recap vocation from last week: What is a vocation? Which vocations may someone feel drawn to?</p> <p>Ask the children key learning question: Do you have to be religious to have a vocation? Ask children which vocations they imagine someone of faith heading towards. Why do they think this?</p> <p>Introduce vocations in Christianity and how these usually involve Christians being faithful to Christian teachings, such as marriage, or to be a priest, monk or nun.</p>	<p>Create an advert for a vocation – what tasks does the vocation involved? Which character qualities should the individual have? Then add a religious view on this: Which sacrifices may the person have to make to follow God’s call and take up this vocation?</p>	<p><a href="#">KS2 – Vocation and Commitment</a></p>
<p><b><i>EASTER</i></b></p> <p><b><i>Why is Lent and Pesach so significant to Jewish people?</i></b></p>	<p>Talk about the symbolism of Ash Wednesday. Talk about Lenten actions: fasting, making sacrifices, spending more time with God, an act of service. Explore how Jewish people prepare homes for Passover.</p>	<p>The children could make a fact booklet about Lent and how Jewish people celebrate Pesach.</p> <p>They could write a diary extract from a Jewish person about how they celebrate Pesach and how important it is.</p>	

### IMPACT – ‘How do I know?’

By the end of the unit, children should know something of the challenges posed by choosing to live a life of faith. Also see the KS2 Easter unit which may follow.

Final session

End of unit assessment:

**Identify the origins and make connections between different faith teachings.**

**Give a considered response to the challenge of following a faith.**

*These contribute to the following end of End of Key Stage statements:*

**Express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.**

**Describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.**

**Year 6**  
**Unit 6.2: Living a faith**

**About this unit**

Considered from a Social sciences perspective, this unit explores the concept of religious identity through the way people live and practise their beliefs. It focuses on how rites of passage (may include death and bereavement) give shape to a person's identity. Children will also consider the ways in which these milestones impact on families and the wider community.

**INTENT - Vision**


<b>Key Question</b>	<b>Key Concept</b>	<b>Key Vocabulary</b>
What is identity?	<p>Kingdom of God, identity, spiritual, worship, belonging, religion</p> <p><b>Second order concepts</b> (Please highlight concepts covered and/or add additional concepts as you progress through the unit of learning.)</p> <ul style="list-style-type: none"> <li>● responsibility</li> <li>● similarity and difference</li> <li>● cause and consequence</li> <li>● significance</li> <li>● written/oral expression</li> <li>● chronology</li> <li>● empathy</li> <li>● authority</li> <li>● sense of belonging</li> <li>● right and wrong</li> </ul>	<p>belonging, rites of passage (i.e., Confirmation, Bar/bat Mitzvah), ritual, celebrations, expression</p>

## IMPLEMENTATION – ‘Ways of knowing’

<b>Exploring</b>	<b>Learning Outcomes by the end of UKS2</b>		
	<b>Key: Theology – Philosophy – Social sciences</b>		
Which religious rituals show identity and belonging for different traditions?	<ul style="list-style-type: none"> <li>● suggest how the milestones of life give a sense of identity and belonging for faith members</li> </ul>		
What is the value of participating in a religious festival or ritual?	<ul style="list-style-type: none"> <li>● compare the experience of participating in a religious festival or celebration around the world</li> <li>● reflect and share how religious celebrations and rituals have an impact on the community</li> </ul>		
<p>Children will look at the meaning of ‘identity’ and what contributes to a sense of identity and belonging. They consider their own identity before applying understanding to how faith members form their identities both individually and as part of their wider faith community. Children will also begin to develop their understanding of distinguishing between religion and spirituality.</p>			
<b>Scheme of work</b>	<b>Getting started ...</b>	<b>Demonstrate new understanding</b>	<b>Useful links</b> (If the link does not open, please find URL on final page.)
Session 1  <b>What is identity?</b>	Drawing on children’s prior knowledge, recall work from Units 3.3: Sacred Places and 4.1: Communities on the journey of life and identity.  Discuss: Can children think of some words to describe significant aspects of their own identity?	Children to create identity circles (See this link for examples!) <a href="#">The Linking Network - Identity Circles</a> or identity webs thinking about how family, friends, race, ethnicity and religion along with hobbies and interests form your identity.	<a href="#">The Linking Network - Identity Circles</a>  <a href="#">Wellbeing for Children: Identity and Values</a>  <a href="#">My Identity Example</a> - Gives an example of the artwork.

	<p>Can children explain some ways in which they express their identity through their actions?</p> <p><b>Dive deeper, question further</b>          What's the most important part of your identity?          How can we have 'multiple identities'?          Is your online identity different to who you are offline?</p>	<p>Share certificates, photos, keepsakes, and memories which contribute to our identity.</p> <p>Children to create a piece of artwork which identifies key elements of their identity.</p>	
<p>Session 2</p> <p><b><i>What contributes to a sense of identity and belonging?</i></b></p>	<p>Discuss:          Who and what influences someone to be who they are?          What shapes identity?          How might coming together as a community contribute to a sense of identity and belonging?</p> <p><b>Dive deeper, question further</b>          How might being forced to leave your home affect your sense of identity and belonging?</p>	<p>Building upon their understanding from Lesson 1 – children consider what or who has influenced their identity and values. Annotate copies of their identity circles/ webs or artwork. Who has influenced/ shaped them?</p> <p>Children to note down communities they are part of. Are we all part of similar communities or are there differences?          (Mention our unique community because of the mix between the village and the camp. Why does this make Leconfield unique? )</p>	<p><a href="#">Red Cross Activities</a></p> <p><a href="#">The Linking Network Activities</a></p>

		Children to explore refugees and migration and how others perceive our sense of identity.	
<p>Session 3</p> <p><b><i>Does having a faith shape a person's identity?</i></b></p>	<p>Discuss:</p> <p>Does having a faith shape a person's identity?</p> <p>Can religion shape identity?</p> <p><b>Dive deeper, question further</b></p> <p>Consider what a person says about themselves when they say, 'I am a (Christian/Hindu/Jew).'</p> <p>Can a person be spiritual without being religious?</p> <p>Do clothing rules/ code help believers feel part of their community? Does it make them think about their faith more?</p>	<p>Watch the clips on the Faith and Belief Forum videos link and discuss the different faiths and beliefs.</p> <p>Investigate historical connections between clothing and identity, religious otherwise. Comment on the impact of clothing choices on local community.</p> <p>Compare and contrast how different faiths/ religions shape their identity e.g., how they dress and behave</p> <p>Annotate pictures of people of different faiths, identifying clues to their religious beliefs.</p>	<p><a href="#">Faith and Belief Forum Videos - Speakers Discussing Faiths or Beliefs</a></p> <p><a href="#">Sikhism - 5 Ks</a></p>
<p>Session 4</p> <p><b><i>Are names and titles important?</i></b></p>	<p>Explore names and their meanings – <i>A Boy Called Slow</i> – Sitting Bull performs a deed which is so courageous and significant that earns him a new and more respected name. What would your name be? How did you get your name and what does it mean?</p>	<p>Consider the different names and titles given to Jesus in the New Testament. What do they say about Jesus' identity?</p>	<p><a href="#">Facing History - Choosing Names</a></p> <p><a href="#">Two Names, Two Worlds</a> (poem)</p> <p><a href="#">Jesus' Different Names</a></p>

	<p>Read Luke 1:31 and Matthew 1:21 and find out how Jesus got his name.</p> <p>Read the poem 'Two Names, Two Worlds' – discuss how names represent who we are and our place in society.</p> <p><b>Dive deeper, question further.</b> Recap our human rights, do we have the right to a name?</p>	<p>Explore how Siddhartha Gautama got the title 'Buddha.'</p> <p>The children record what they have learnt about names and titles. Can they answer the question Are names and titles important?</p>	<p><a href="#">A Boy Called Slow</a></p> <p><a href="#">Buddha and his teachings</a></p>
<p>Children will apply their understanding of identity to different milestones in life and how they also form identity along with our names, interests and the physical features we can see.</p>			
Scheme of work	Getting started ...	Demonstrate new understanding Task/activity ideas	Useful links (If the link does not open, please find URL on final page.)
<p>Session 5</p> <p><b><i>What are the milestones of life?</i></b></p>	<p>Think about the metaphor 'life as a journey.' What does this mean? How can life be described as a journey? Which times are special and why? Where do the 'milestones' occur?</p> <p>Think about the importance of celebrating the milestones of life and the ways they may engender a sense of identity and belonging.</p>	<p>Create the journey of life as a maze: the centre of the maze represents a goal in life, junctions are the choices. What might the dead-ends represent?</p> <p>Look at image on pg. 3 (Image in link box) – notice the man selling guidebooks. If you were asked to write the first page of the guidebook for the journey, what</p>	<p><a href="#">Use image on pg 3 as a stimulus</a></p> <p><small>North Yorkshire SACRE RE Agreed Syllabus 2013; Unit 2.3</small></p>  <p><small>This picture, copyright © RE Today, is provided for schools in North Yorkshire to use as a strong stimulus to the work described below. Here are five activities which could be used:</small></p> <ul style="list-style-type: none"> <li>• Pick a route: Notice the starting point - the baby in the pram leaving the hospital. The baby is setting out on her life journey. If you could choose the route for her - where would she go? What would you include and what would you avoid? Why have you picked this route? Does a good life mean no suffering or do we need the stormy times too?</li> </ul>



		<p>would you say? What advice would you give?</p> <p>Children create timeline showing stage of life from birth to old age. Children then create similar timelines of lives so far, adding significant events to it. Use the example to help.</p>	
<p>Session 6</p> <p><b><i>How do non-religious people mark transitions in life?</i></b></p>	<p>How do non-religious people mark the milestones of life?</p> <p>Is it appropriate to call these transitions 'milestones'?</p> <p>How does marking life's milestones help people make the transition to the next stage?</p> <p><b>Dive deeper, question further</b></p> <p>Explore the challenges in meeting new responsibilities at a new stage in life.</p>	<p>Design a poster to illustrate life's milestones.</p> <p>The children produce Venn diagrams of Humanist vs. Christian marking transitions in life.</p>	<p><a href="#">How do Humanists celebrate different life events?</a></p>
<p>Session 7</p> <p><b><i>How do people of faith mark transitions in life?</i></b></p>	<p>List transitions or 'rites of passage' in different faiths, such as ...</p> <ul style="list-style-type: none"> <li>● Christianity: Baptism</li> <li>● Christianity: Holy Communion</li> <li>● Christianity: Confirmation</li> <li>● Judaism: Bar Mitzvah</li> <li>● Judaism: Bat Mitzvah</li> <li>● Judaism: Chayil</li> <li>● Hinduism: Sacred Thread Ceremony</li> </ul>	<p>Explore transitions or 'rites of passage' in different faiths, such as:</p> <ul style="list-style-type: none"> <li>● a video clip of a Bar or Bat Mitzvah</li> <li>● read a passage from 'Bar Mitzvah' by Jack Rosenthal</li> <li>● explore the life of Jesus who, as a young Jewish</li> </ul>	<p><a href="#">Bar and Bat Mitzvah</a></p> <p><a href="#">My Life, My Religion Clips</a></p> <p><a href="#">Sacred Thread Ceremony</a></p>

		<p>boy was taken to the temple by his parents for his Bar Mitzvah</p> <ul style="list-style-type: none"> <li>● a video clip of Holy Communion or Confirmation</li> <li>● steps taken by Buddhist boys towards becoming a monk ...</li> </ul> <p>Compare the rites of passage for three different faiths, listing similarities and differences.</p> <p>Activity Create a 'map of life' for a religious person of one of these faiths.</p>	
<p>Session 8</p> <p><b><i>How do rites of passage demonstrate identity and belonging for a person's faith?</i></b></p>	<p>Recap understanding from Lessons 5-7.</p> <p>Explore rites of passage in literature – how do they contribute to identity and belonging before applying understanding to people of faith.</p> <p><b>Dive deeper, question further</b> What does each ceremony have to do with identity?</p>	<p>Read extracts from <i>Bar Mitzvah Boy</i> by Jack Rosenthal; what does this ceremony have to do with identity?</p> <p>Create a blog or diary entry for the boy in the story celebrating a rite of passage, describing the</p>	

	Express thoughts about how a rite of passage is life-changing; how does it define identity and give a sense of belonging?	sequence of events and how he felt.	
Session 9 <b>EASTER</b> <i>According to Christian, what did Jesus do to save human beings?</i>	Retell the Easter story as a class. Use the stations of the cross sheets from 'Understanding Christianity'.	Then use the 'who was responsible for Jesus' death sheet with the children. The children decide who they think was responsible and why.	

### IMPACT – 'How do I know?'

By the end of the unit, children should have a view about who and what influences someone to be who they are and what may shape their identity. **N.B. When discussing the end of life, be sensitive to children who may have recently experienced bereavement.** Also see the KS2 Easter unit which may follow.

Final session	End of unit assessment:  <b>Explain and give reasons about how personal milestones engender a sense of identity.</b> <b>Discuss and give examples of how participating in rites of passage have an impact on religious communities.</b>  <b>End of unit assessment questions</b>	<i>These contribute to the following end of End of Key Stage statements:</i>  <b>Make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimage and rituals.</b> <b>Demonstrate understanding of how people express their identity and their spirituality through symbols and actions.</b>
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	<p>Explain how the milestones in our lives help us develop our identity.</p> <p>How do non-religious people mark the milestones of life?</p> <p>Why is a Bar/Bat Mitzvah an important rite of passage?</p>	
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## 2B.6 SALVATION RESOURCE SHEET 1: STATIONS OF THE CROSS

PUPIL  
PAGE 1

NB: This is an adaptation of the more traditional stations, with a focus on events in the Gospels. See additional prayers for each station:

[www.churchofengland.org/media/41155/tslent.pdf](http://www.churchofengland.org/media/41155/tslent.pdf)

### 1. The agony in the garden

They went to a place called Gethsemane; and he said to his disciples, 'Sit here while I pray.' He took with him Peter and James and John, and began to be distressed and agitated. And he said to them, 'I am deeply grieved, even to death; remain here, and keep awake.' And going a little farther, he threw himself on the ground and prayed that, if it were possible, the hour might pass from him. He said, 'Abba, Father, for you all things are possible; remove this cup from me; yet, not what I want, but what you want.'

**Mark 14:32-36**

### 2. Jesus is betrayed and arrested

Immediately, while he was still speaking, Judas, one of the twelve, arrived; and with him there was a crowd with swords and clubs, from the chief priests, the scribes, and the elders. Now the betrayer had given them a sign, saying, 'The one I will kiss is the man; arrest him and lead him away under guard.' So when he came, he went up to him at once and said, 'Rabbi!' and kissed him. Then they laid hands on him and arrested him.

**Mark 14:43-46**

### 3. Jesus is condemned by the Sanhedrin

Now the chief priests and the whole council were looking for testimony against Jesus to put him to death; but they found none. For many gave false testimony against him, and their testimony did not agree. Some stood up and gave false testimony against him, saying, 'We heard him say, "I will destroy this temple that is made with hands, and in three days I will build another, not made with hands".' But even on this point their testimony did not agree. Then the high priest stood up before them and asked Jesus, 'Have you no answer? What is it that they testify against you?' But he was silent and did not answer. Again the high priest asked him, 'Are you the Messiah, the Son of the Blessed One?' Jesus said, 'I am; and "you will see the Son of Man seated at the right hand of the Power", and "coming with the clouds of heaven".' Then the high priest tore his clothes and said, 'Why do we still need witnesses? You have heard his blasphemy! What is your decision?' All of them condemned him as deserving death.

**Mark 14:55-64**

### 4. Peter denies Jesus

Peter declared, "Even if all fall away, I will not."

"Truly I tell you," Jesus answered, "today – yes, tonight – before the cock crows twice you yourself will disown me three times."

But Peter insisted emphatically, "Even if I have to die with you, I will never disown you." And all the others said the same.

While Peter was below in the courtyard, one of the servant-girls of the high priest came by. When she saw Peter warming himself, she looked closely at him. 'You also were with that Nazarene, Jesus,' she said. But he denied it. 'I don't know or understand what you're talking about,' he said, and went out into the entrance. When the servant-girl saw him there, she said again to those standing round them, 'This fellow is one of them.' Again he denied it.

After a little while, those standing near said to Peter, 'Surely you are one of them, for you are a Galilean.' He began to call down curses, and he swore to them, 'I don't know this man you're talking about.' Immediately the cock crowed the second time. Then Peter remembered the words Jesus had spoken to him: 'Before the cock crows twice you will disown me three times.' And he broke down and wept.

**Mark 14:66-72**

### 5. Jesus judged by Pilate

Pilate asked them, 'Why, what evil has he done?' But they shouted all the more, 'Crucify him!' So Pilate, wishing to satisfy the crowd, released Barabbas for them; and after flogging Jesus, he handed him over to be crucified.

**Mark 15:14-15**

### 6. Jesus is whipped and crowned with thorns

And they clothed him in a purple cloak; and after twisting some thorns into a crown, they put it on him. And they began saluting him, 'Hail, King of the Jews!' They struck his head with a reed, spat upon him, and knelt down in homage to him.

**Mark 15:17-19**



## 2B.6 SALVATION RESOURCE SHEET 1: STATIONS OF THE CROSS

PUPIL  
PAGE 2

### 7. Jesus carries his cross

After mocking him, they stripped him of the purple cloak and put his own clothes on him. Then they led him out to crucify him.

**Mark 15:20**

### 8. Simon of Cyrene helps Jesus to carry the cross

They compelled a passer-by, who was coming in from the country, to carry his cross; it was Simon of Cyrene, the father of Alexander and Rufus.

**Mark 15:21**

### 9. Jesus meets the women of Jerusalem

A great number of the people followed him, and among them were women who were beating their breasts and wailing for him. But Jesus turned to them and said, 'Daughters of Jerusalem, do not weep for me, but weep for yourselves and for your children. For the days are surely coming when they will say, "Blessed are the barren, and the wombs that never bore, and the breasts that never nursed." Then they will begin to say to the mountains, "Fall on us"; and to the hills, "Cover us." For if they do this when the wood is green, what will happen when it is dry?'

**Luke 23:27-31**

### 10. Jesus is crucified

And they crucified him, and divided his clothes among them, casting lots to decide what each should take.

**Mark 15:24**

### 11. Jesus promises heaven to the thief who says sorry

One of the criminals who were hanged there kept deriding him and saying, 'Are you not the Messiah? Save yourself and us!' But the other rebuked him, saying, 'Do you not fear God, since you are under the same sentence of condemnation? And we indeed have been condemned justly, for we are getting what we deserve for our deeds, but this man has done nothing wrong.' Then he said, 'Jesus, remember me when you come into your kingdom.' He replied, 'Truly I tell you, today you will be with me in Paradise.'

**Luke 23:39-43**

### 12. Jesus on the cross, talks to Mary and his friend

When Jesus saw his mother and the disciple whom he loved standing beside her, he said to his mother, 'Woman, here is your son.' Then he said to the disciple, 'Here is your mother.' And from that hour the disciple took her into his own home.

**John 19:26-27**

### 13. Jesus dies on the cross

At three o'clock Jesus cried out with a loud voice, 'Eloi, Eloi, lema sabachthani?' which means, 'My God, my God, why have you forsaken me?' When some of the bystanders heard it, they said, 'Listen, he is calling for Elijah.' And someone ran, filled a sponge with sour wine, put it on a stick, and gave it to him to drink, saying, 'Wait, let us see whether Elijah will come to take him down.' Then Jesus gave a loud cry and breathed his last.

**Mark 15:34-37**

### 14. Jesus is laid in the tomb

Then Joseph bought a linen cloth, and taking down the body, wrapped it in the linen cloth, and laid it in a tomb that had been hewn out of the rock. He then rolled a stone against the door of the tomb.

**Mark 15:46**

### 15. Jesus rises from the dead

When they looked up, they saw that the stone, which was very large, had already been rolled back. As they entered the tomb, they saw a young man, dressed in a white robe, sitting on the right side; and they were alarmed. But he said to them, 'Do not be alarmed; you are looking for Jesus of Nazareth, who was crucified. He has been raised; he is not here. Look, there is the place they laid him. But go, tell his disciples and Peter that he is going ahead of you to Galilee; there you will see him, just as he told you.' So they went out and fled from the tomb, for terror and amazement had seized them; and they said nothing to anyone, for they were afraid.

**Mark 16:4-8**

## 2B.6 SALVATION RESOURCE SHEET 2: RESPONSIBILITY PIES

### WHO WAS RESPONSIBLE FOR JESUS' DEATH?

Select six likely candidates from the table below (or add other ideas of your own). Shade in slices of the pie chart according to how much responsibility you think each person/group has. Colour-code your slices, matching them with a description of who is responsible, how much, and why.

A large empty pie chart with a central dot is positioned in the center of the page. Surrounding the pie chart are six empty rectangular boxes, three on each side, intended for students to write their responses.

Pilate

Judas

Love

The Sanhedrin

The crowds

The soldier with  
the hammer

God

Jesus himself

All people



## 2B.6 SALVATION RESOURCE SHEET 1A: STATIONS OF THE CROSS

TEACHER  
PAGE

### 1. The Agony in the Garden

Artwork by **Bellini**: [www.nationalgallery.org.uk/paintings/giovanni-bellini-the-agony-in-the-garden](http://www.nationalgallery.org.uk/paintings/giovanni-bellini-the-agony-in-the-garden) or **El Greco**: [www.nationalgallery.org.uk/paintings/studio-of-el-greco-the-agony-in-the-garden-of-getssemane](http://www.nationalgallery.org.uk/paintings/studio-of-el-greco-the-agony-in-the-garden-of-getssemane) or **He Qi**: [www.artbible.net/3JC/-Mat-26.36\\_Garden%20Gethsemane\\_Jardin%20de%20Gethsemane/slides/21%20HE%20QI%20PRAYING%20AT%20GETHSEMANE.html](http://www.artbible.net/3JC/-Mat-26.36_Garden%20Gethsemane_Jardin%20de%20Gethsemane/slides/21%20HE%20QI%20PRAYING%20AT%20GETHSEMANE.html)

### 2. Jesus is betrayed and arrested

Artwork by **Giotto di Bondone**: [www.giottodibondone.org/No.-31-Scenes-from-the-Life-of-Christ--15.-The-Arrest-of-Christ-\(Kiss-of-Judas\)-1304-06.html](http://www.giottodibondone.org/No.-31-Scenes-from-the-Life-of-Christ--15.-The-Arrest-of-Christ-(Kiss-of-Judas)-1304-06.html) or **Caravaggio**: [www.nationalgallery.ie/en/Collection/Irelands\\_Favourite\\_Painting/Caravaggio.aspx](http://www.nationalgallery.ie/en/Collection/Irelands_Favourite_Painting/Caravaggio.aspx)

### 3. Jesus is condemned by the Sanhedrin

Artwork by **James Tissot**: <http://truthbook.com/jesus/passion-of-the-christ/what-happened-at-jesus-trial>

### 4. Peter denies Jesus

Artwork by **Duccio di Buoninsegna**: [www.artbible.net/3JC/-Mat-26.69\\_Peter\\_denies\\_%20weeps\\_Pierre\\_%20renie\\_%20pleure/slides/16%20DUCCIO%20FIRST%20DENIAL%20OF%20PETER.html](http://www.artbible.net/3JC/-Mat-26.69_Peter_denies_%20weeps_Pierre_%20renie_%20pleure/slides/16%20DUCCIO%20FIRST%20DENIAL%20OF%20PETER.html) or **Carl Bloch**: [www.carlbloch.org/Peter's-Betrayal.html](http://www.carlbloch.org/Peter's-Betrayal.html)

### 5. Jesus judged by Pilate

Artwork by **He Qi**: [www.artbible.net/3JC/-Mat-26.57\\_Judged\\_Sentenced\\_Juge\\_condamne/PILATE/slides/20%20HE%20QI%20PILATE%20WHASHING%20IS%20HANDS%20ASIAN%20CHRIS.html](http://www.artbible.net/3JC/-Mat-26.57_Judged_Sentenced_Juge_condamne/PILATE/slides/20%20HE%20QI%20PILATE%20WHASHING%20IS%20HANDS%20ASIAN%20CHRIS.html) or at **Sant' Apollinare Nuovo**: [www.flickr.com/photos/pelegrino/4670571848](http://www.flickr.com/photos/pelegrino/4670571848)

### 6. Jesus is whipped and crowned with thorns

Artwork by **Caravaggio**: [https://commons.wikimedia.org/wiki/File:Michelangelo\\_Caravaggio\\_072.jpg](https://commons.wikimedia.org/wiki/File:Michelangelo_Caravaggio_072.jpg)

### 7. Jesus carries his cross

Artwork by **Peter Schipperheyn**: [www.peterschipperheyn.com/station3.htm](http://www.peterschipperheyn.com/station3.htm)

### 8. Simon of Cyrene helps Jesus to carry the cross

Artwork by **Shirley Oxborough**: [www.paintingsilove.com/image/show/210694/jesus-is-helped-by-simon-of-cyrene](http://www.paintingsilove.com/image/show/210694/jesus-is-helped-by-simon-of-cyrene) and stained glass in **St Gregory Barbarigo, Glasgow**: [www.stgregorybarbarigo.co.uk/fundraising/fifthstation](http://www.stgregorybarbarigo.co.uk/fundraising/fifthstation)

### 9. Jesus meets the women of Jerusalem

Artwork by Kenyan artist: [www.wischik.com/irene/cross/8-jesus-meets-the-women-of-jerusalem.jpg](http://www.wischik.com/irene/cross/8-jesus-meets-the-women-of-jerusalem.jpg) or Sculpture by **Lynne Kiefer Kobylecky**: <http://trappistabbey.org/wp-content/uploads/2013/01/9-Station.jpg>

### 10. Jesus is crucified

Artwork by **El Greco**: [www.wga.hu/html\\_m/g/greco\\_el/12/1209grec.html](http://www.wga.hu/html_m/g/greco_el/12/1209grec.html) or **Matthias Grunewald**: [www.italian-renaissance-art.com/Grunewald.html](http://www.italian-renaissance-art.com/Grunewald.html)

### 11. Jesus promises heaven to the thief who says sorry

Artwork by **Titian**: [www.wikiart.org/en/titian/christ-and-the-good-thief](http://www.wikiart.org/en/titian/christ-and-the-good-thief)

### 12. Jesus on the cross, talks to Mary and his friend

Artwork by **El Greco**: [www.artbible.net/3JC/-Mat-27.32\\_Crucifixion/slides/16%20EL%20GRECO%20CHRIST%20ON%20THE%20CROSS%20WITH%20THE%20TWO.html](http://www.artbible.net/3JC/-Mat-27.32_Crucifixion/slides/16%20EL%20GRECO%20CHRIST%20ON%20THE%20CROSS%20WITH%20THE%20TWO.html) or **Ridolfi**: [http://stignatiussf.org/faith-formation/praying-the-stations-of-the-cross/?station\\_id=3075](http://stignatiussf.org/faith-formation/praying-the-stations-of-the-cross/?station_id=3075)

### 13. Jesus dies on the cross

Artwork by **Mantegna**: [www.artbible.info/art/large/26.html](http://www.artbible.info/art/large/26.html) or **Gast Michels**: [www.artbible.net/3JC/-Mat-27.32\\_Crucifixion/slides/21%20GAST%20MICHEL%20CRUCIFIXION.html](http://www.artbible.net/3JC/-Mat-27.32_Crucifixion/slides/21%20GAST%20MICHEL%20CRUCIFIXION.html) or **Gauguin**: [www.wga.hu/html\\_m/g/gauguin/02/6pould05.html](http://www.wga.hu/html_m/g/gauguin/02/6pould05.html)

### 14. Jesus is laid in the tomb

Artwork by **Caravaggio** and others: [www.jesus-story.net/painting\\_burial.htm](http://www.jesus-story.net/painting_burial.htm)

### 15. Jesus rises from the dead

Artwork by **Fra Angelico**: [www.artcyclopedia.com/feature-2000-04-ar.html](http://www.artcyclopedia.com/feature-2000-04-ar.html) or **He Qi**: [www.artbible.net/3JC/-Mat-28.01\\_Women\\_Resurrection\\_Femmes/17th\\_21th\\_Siecle/slides/21%20HE%20QI%20EASTER%20MORNING%20BB.html](http://www.artbible.net/3JC/-Mat-28.01_Women_Resurrection_Femmes/17th_21th_Siecle/slides/21%20HE%20QI%20EASTER%20MORNING%20BB.html) or **Jean-Marie Piro**: [www.spiritualtreasureman.com/21929/](http://www.spiritualtreasureman.com/21929/)