



**Teacher note:**  
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



## Key Stage 2 Medium Term Planning

| Year: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Term: Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Theme: The Life of The Buddha                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Religion: Buddhism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Key question for this enquiry: Is it possible for everyone to be happy?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Learning Objectives: We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Step 4 Expression (1 lesson)</b></p> <p>Think about how trying to help people be happy rather than causing hurt, could help people be happy, and how this might help you be happy. Make a class mobile, each child contributing his happiness giftbox for other people to it. Display in the classroom and use as a focus for reflection or consider people in the world who may not be happy now and design a gift they might want.</p> <p>↑</p> <p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Key Question: Is it possible for everyone to be happy? Complete Activity Sheet 2 after recapping on what children have learnt in the last 4 lessons.</p> <p>↑</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <p><b>Step 1 Engagement (1 lesson)</b></p> <p>Introduce the children to Egbert Owl, their wise friend who will ask them challenging questions and who they can ask questions to. Show them the envelope cards you have printed from the Discovery RE CDrom/USB.</p> <p>Egbert Owl wants to play the children his favourite song. Play the 'Happy' song by Pharrell Williams - how do you feel. What does this song remind you of?</p> <p>Qu - 'What makes you happy?' Recall a time when you were really happy, how did that feel? Share and feed back ideas. Make a class list or children feed back by miming what makes them happy for others to guess.</p> <p>Sometimes people feel happy when singing a cheerful song. Look at the lyrics of the Pharrell Williams song - can the children write their own lyrics for this about what makes them happy. Sing 'if you're happy and you know it clap your hands' and do the actions. After this ask the question 'who might not feel like singing this song right now?' e.g. people in a war zone, people who are sad etc. Invite ideas from the class (be mindful of children's personal situations). Revisit what makes people happy and ask the question: Is it possible for everyone to be happy?</p> <p>Start initial discussions in groups or talking partners.</p> |
| <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Play song: 'If I were a rich man' from Fiddler on the roof.</p> <p>Qu - 'If someone gave you a million pounds what would you do?' Children to discuss this in groups and write their ideas on post-its, one idea per post-it. Take a sample of ideas from each group. What does the class notice about the ideas? Can you categorise them into groups? e.g. those ideas that would help others and those that are about buying things or doing things for yourself. Maybe children physically stand in different areas of the room for this activity to visually show the different categories of ideas.</p> <p>Is one set of ideas better than another?</p> <p>If time, children could Diamond 9 rank their post-its showing the most important way to use the money down to the least important. Encourage discussion skills and respect for different ideas. Is there a right answer?</p> <p>Would they give to charity? If so, why? If not, why not? Do the exercise again stressing that this time the majority of the money is to be used to help your family or charity - how could this make people happy?</p> <p>Qu 'Would being rich always make you happy?' - Children offer answers to the teacher. Look at both sides. Why/why not?</p> <p>Introduce Buddhism. Give some background information e.g. It started in (what was) India (but is now Nepal) 2,500 years ago. It is the story of a prince. ('What is a Prince?' - a man who would be king). People who follow this religion are called Buddhists.</p> <p>Teacher reads the Story of the Buddha (see story sheet) stopping to ask pertinent questions. Class to divide into groups and sequence the order of the story using the cards provided. Activity Sheet 1. Design a storyboard to go with this activity bringing out the key moments, or each group makes a freeze frame of a certain part of the story and then see them in sequence.</p> <p>Decide which is the most important part of the story and explain why. Class vote.</p> <p>What does it tell us about how easy/difficult it might be to be happy and stay happy?</p> <p>Do you try to stay happy? Is this possible all of the time?</p> <p>Why did the Buddha sit under the Bodhi tree? Did he work out how to be happy and stay happy even when life is difficult?</p> <p>Suggest some of the most important messages of the story e.g. that there are a lot of things in life that hurt people or cause them not to be happy, like illness etc. and having lots of money and riches may not make someone happy.</p> <p>Do the children have any questions for Egbert Owl?</p> <p>What did the Buddha realise under the Bodhi tree?</p> <p>www.buddhanet.net</p> <p>One of the most important things he discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy.</p> <p>Explain the 8-fold path to children... but focus on just one or two of the steps and explore why trying to live according to Right... and Right... could help someone be happy. Who else might be happy as a result of you doing this?</p> <p>So, if everybody lived by the 8-fold path would it make people happy all of the time? Is this possible?</p> |  | <p><b>BRIDGE: HAPPINESS</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Evidence in Discovery RE Journals: Activity Sheets 1&2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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## Key Stage 2

### Medium Term Planning

| Year: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Term: Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Theme:</b> Christmas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <b>Religion:</b> Christianity <b>Concept:</b> Incarnation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Key question for this enquiry:</b> What is the most significant part of the Nativity story for Christians today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Objectives:</b> We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Teaching and Learning Activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Step 4 Expression (1 lesson)</b></p> <p>Recap on the meaning of the Christingle and ask children to design their own Christingle (through drawing and labelling or sculpting), thinking about what Christmas means to them. Teacher to ensure the children have written what each part symbolises as well as what they have used. Children to share their personal Christingles with talk partners.</p> <p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Introduce key question: What is the most significant part of the Nativity story for Christians today? Use Activity Sheet. Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <p><b>Step 1 Engagement (1 lesson)</b></p> <p>Remind children they can ask Egbert Owl any questions they like by writing them on the envelope cards (Print these from the Discovery RE CDrom/USB). Show children a selection of symbols on Smartboard and explain that symbols mean something that stands for something else, e.g. the M for McDonalds. Show other symbols and children to guess/recall what they stand for, e.g. road signs, male/female toilet sign, Coca Cola, Apple (brand), religious signs such as the aum (Hindu), the cross, Advent wreath, noting them down on whiteboards. Explain that some symbols are universal and others are cultural so may not be recognised worldwide. Ensure that children understand that a symbol is a picture that stands for something else. If time, children could design a symbol which represents something interesting about them or a series of new road signs, e.g. 'elephants crossing'. Why do we need symbols? What could Egbert Owl be a symbol for?</p> |
| <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Egbert Owl is wearing tinsel and sitting in a Christmas stocking (or similar). Children given two minutes to note down as many Christmas symbols as they can think of, both religious and commercial. Children to share their ideas and teacher to discuss how some of these symbols signify the Christian meaning of Christmas, whilst others are commercial. Children could thumbs up and down on this. Read/show the children the Christmas story and discuss how there are important symbols during the story which signify an important event. Children to refer to their whiteboards and cross-reference whether they have any symbols from the story and add any more from the Christmas story. Q: What symbols are there and what meaning do they have? What do they stand for? Symbols to consider: The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The Incarnation of God. The star guided the wise men just as Jesus is the light that guides people to God. The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone. The gifts from the wise men: gold is a precious metal symbolising how precious Jesus is and represents his Kingship. Frankincense is used in perfume and incense and represents Jesus' priestly role. Myrrh is also used in perfumes and incense and in Jesus' day was an embalming ointment which symbolises his death. The manger and stable were humble beginnings for a 'King'. The stable continues to represent humble beginnings as there was no room for Jesus which runs parallel to people not finding room in their lives for God. Jesus as God's son symbolises God's gift to the world in order to save and help the world. Children to research what the different symbols mean. Introduce concept of INCARNATION. Arrange a possible visit to a church to explore other symbols of Christianity. Discuss with the Vicar what they consider to be the most important symbol of Christmas and why? Use 'Crossing the Bridges' material. See <a href="http://www.discoveryschemeofwork.com">www.discoveryschemeofwork.com</a>. Show the children a Christingle and discuss the meaning of it for Christians as 'Christ's Light' and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Show the children the different parts, each one being there to remind us of something/symbols. The orange represents the world, the candle is to remind us of Jesus as Christians believe Jesus is the light of the world. The red ribbon goes all around the 'world' and reminds Christians that Jesus died because it symbolises His blood. The four cocktail sticks have two meanings; the four seasons or the four corners of the world and the sweets or dried fruit symbolise God's gifts to the world including kindness and love. Children can make these and share with Egbert Owl.</p> |  | <b>BRIDGE: SYMBOLS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Evidence in Discovery RE Journals: Activity Sheet</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

#### Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England



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## Key Stage 2 Medium Term Planning

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| Theme: Buddha's Teachings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Religion: Buddhism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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| Key question for this enquiry: Could the Buddha's teachings make the world a better place?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| Learning Objectives: We are learning about the teachings of the Buddha and exploring what he taught about change.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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| Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| <p><b>Step 4 Expression (1 lesson)</b><br/>Play: Earth Song by Michael Jackson (and video?)<br/>Invite the children to reflect on the lyrics, and discuss why the earth may be 'crying'.<br/>Children take one of these reasons and offer ways we could help the earth stop crying...<br/>Illustrate by making mobiles and/or by writing pledges to the earth saying what you will try to do to help it stop crying.<br/>Or use Activity Sheet 3 to think about the future.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <p><b>Step 1 Engagement (1 lesson)</b><br/>Ask children what they think Egbert Owl  likes best about being an owl. Is the owl's world wonderful?<br/>Play: Wonderful world by Louis Armstrong (song)<br/>What do children learn from the lyrics? Sort pictures to illustrate their ideas as to how/when the world is a wonderful place. Make their own collages/poems showing their perspectives on how/when the world seems a wonderful place to them, in their own lives. Do they share any ideas in common with peers? Do human beings have the capacity to see and experience wonderful aspects of the world?<br/>Draw out what makes these occasions/aspects wonderful... beauty/love/relationship etc.<br/> Does everyone experience the world/life as wonderful?<br/>Can children think of any people who may not be in this situation right now? Make a list and analyse what might be causing the suffering/ unpleasant or life-threatening experiences. Could use newspapers to find pictures. Have these people ever seen the wonderful side of the world/ of life? What may have made this change? How can we explain this? How could compassion help?</p> |
| <p><b>Step 3 Evaluation (1 lesson)</b><br/>This lesson gives children the opportunity to show their learning and understanding of the Buddha's teachings on change and on greed and suffering. Recap with the children on the Investigation lessons before inviting them to complete the Activity Sheet.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | BRIDGE: COMPASSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Step 2 Investigation (3 lessons)</b><br/>Recap on the Life of the Buddha from the earlier unit, focus on the part leading up to and after his enlightenment. What did he learn while he was meditating under the Bodhi tree?<br/>Buddhists believe that Siddharta taught many truths. We will focus on just two of them: a) the belief that everything changes and people don't want it to and b) that suffering is caused by selfishness.<br/>a) Set the children the challenge of making a list of 3 things that never change... discuss and analyse to see if this is true as Buddhists believe that everything changes all the time, even a chair is changing as it has a person sitting on it one minute and not the next, dust on it one minute and not the next if you polish it.<br/>Do animals change? Life-cycles to illustrate.<br/> Do human beings change? Has anything about you stayed the same as you have grown from baby to a year 4?<br/>Use the road map (Activity Sheet 1) to think through what has changed in your life/how you may have changed because of these experiences e.g. new brothers/sisters, moving house, changing schools - talk this through with a work partner - share with the class (volunteers). Did any of these changes cause suffering at the time? How? Why?<br/>Open up the idea that some of these changes may have caused you to feel unhappy at the time because you wanted things to stay the same, but because they changed it made you unhappy/uncomfortable. Can children give examples of this and relate to it? When would you have been happier if things had stayed the same? Did the changes turn out OK?<br/>The Buddha said people need to accept that everything changes - it is a natural part of life and should be embraced rather than feared - what do we think about this?<br/>Use <a href="http://www.buddhanet.net/learning">www.buddhanet.net/learning</a> to find stories that illustrate the Buddha's teaching on this. You may like to use the Kisa and the mustard seed story - available on <a href="http://www.clear-vision.org/Files/Kisa.pdf">www.clear-vision.org/Files/Kisa.pdf</a><br/>b) There is suffering, suffering is caused by greed and selfishness, greed and selfishness can be stopped, to do this follow the Noble Eightfold Path. Intro Questions - What is greed? What is selfishness? Class feedback - How might somebody be greedy? - make a list or role play example of people being greedy for rest to guess. In groups think about ways that being greedy might cause themselves or somebody else to suffer. How might somebody be selfish? Make a list or role play or freeze frame for others to guess (could use playdough to model examples of selfishness.) - How might this cause suffering to themselves and to others? What did the Buddha teach about not being greedy or selfish?<br/>Use <a href="http://www.buddhanet.net/learning">www.buddhanet.net/learning</a><br/>Do children have any questions for Egbert Owl? <br/>Teach children Buddhist stories which illustrate the Buddha's teaching. You may like to use the story of 'Buddha and the Angry Elephant' in <a href="http://www.buddhanet.net/learning/buddhism/pbs2_unit06.htm">www.buddhanet.net/learning/buddhism/pbs2_unit06.htm</a><br/>The Buddha taught that to live a good life without being selfish or greedy would make the world a better place.<br/>To help people know what to do and not to do he gave them the 8-fold path. See <a href="http://www.buddhanet.net/">www.buddhanet.net/</a><br/>Choose one of the steps e.g. right speech, and have children make speech bubbles showing right (positive) speech to use with each other i.e. kind and complimentary words and phrases. What difference would using these positive words make to you/ to others?<br/> Would the Buddha's teaching about right speech make the world a better place if most/all people tried their best to do this?<br/>Repeat the process with other steps from the 8-fold path if time.<br/>Make a paper chain of right actions or right speech etc. and display as a reminder</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Evidence in Discovery RE Journals: Activity Sheets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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**Teacher note:**  
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



## Key Stage 2

### Medium Term Planning

| Year: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Term: Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Theme: Easter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Religion: Christianity Concept: Salvation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Key question for this enquiry: Is forgiveness always possible for Christians?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Learning Objectives: We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Step 4 Expression (1 lesson)</b></p> <p>Children express their understanding of forgiveness by writing a poem (possibly a Haiku) or through drawing /painting a picture, or by using modroc or playdoh to sculpt something that represents what forgiveness means to them.</p> <p>Share with class if want to.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <p><b>Step 1 Engagement (1 lesson)</b></p> <p>Egbert Owl tells a story about when he forgave someone for hurting him. Establish the meaning of the word "forgiveness". In small groups, children make up x6 scenarios in which somebody does something wrong/hurtful to someone else. Then they discuss each scenario and decide whether the person should be forgiven for what they did, and if so, how hard would it be to forgive them? Groups swap their cards with a different group. Repeat the decision-making re forgiveness and then the groups compare their decisions and reasons for these. Would they be able to forgive someone if they did the same thing again...and again... How many times before they would stop forgiving? Can they think of any occasions/situations when a person would not deserve forgiveness or when it would be too hard/impossible to forgive someone? When have they forgiven someone and when have they been forgiven? How does it feel?</p> <p>Work out the calculation <math>70 \times 7 =</math>. Children to look for why this is important in the next few lessons.</p> |
| <p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Use Activity Sheet to draw 2 pictures of:</p> <p>I) Jesus showing forgiveness</p> <p>II) Christians today showing forgiveness</p> <p>Answer the questions that follow.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | <p><b>BRIDGE: FORGIVENESS</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Step 2 Investigation (3 lessons)</b></p> <p>Egbert Owl asks children to tell him who Jesus is/was. Children to brainstorm their knowledge and perceptions of Jesus so far. Do they think he had enemies? Explore why Jesus had enemies and was arrested. Pupils could imagine themselves as someone who let Jesus down - either Judas or Peter. They could develop a piece of drama where they explain their actions or feelings.</p> <p>The last Supper <a href="http://www.bbc.co.uk/education/clips/z8vcd2p">www.bbc.co.uk/education/clips/z8vcd2p</a> and The last Supper (animation) <a href="http://www.bbc.co.uk/education/clips/zrfgkqt">www.bbc.co.uk/education/clips/zrfgkqt</a></p> <p>What was Jesus' response to the people who let him down?</p> <p>Did he forgive them?</p> <p>Introduce children to some Biblical texts that show the Christian understanding of forgiveness (Could also use animation/film).</p> <p>Discuss situations when it might be difficult to forgive and ask: Is it always possible to forgive? Did Jesus always forgive?</p> <p>The Lord's Prayer</p> <p>Love for enemies, Luke 6:27-36</p> <p>Teaching about anger, Matthew 5:21-26</p> <p>Forgive 70x7 Matthew 18:21-22</p> <p>Teaching about revenge Matthew 5:38-42, The unforgiving servant Matthew 18:21-35, The criminal next to Jesus Luke 23:39-43</p> <p>Jesus on the cross Luke 23:34 Jesus forgave the people who killed him. Is that possible? Christians believe that Jesus' death offered them forgiveness for their 'sins'.</p> <p>Egbert Owl asks children if they have any questions about this for him.</p> <p>Christians believe Jesus' death was a sacrifice to offer them forgiveness for their 'sins'.</p> <p>See <a href="http://www.request.org.uk">www.request.org.uk</a> What do Christians believe about forgiveness? Could do this by giving each group a simple version of a text and asking them to make up a short scenario when this might apply.</p> <p>Did Jesus always forgive people?</p> <p>Jesus overturns the traders' tables in the Temple Mark 11:15-17 Do we know if he forgave the traders? What do we think? Why did he do this?</p> <p>Talk to a Christian visitor about their views on forgiveness and ask them the key question: Is forgiveness always possible for Christians?</p> <p>Conclude that whilst forgiving people can sometimes feel very difficult or impossible, Christians believe that Jesus' death offers them forgiveness from God and that with his help they can do their best to forgive other people.</p> <p>They believe that Jesus' death took away their 'sins' and offered forgiveness and salvation.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Evidence in Discovery RE Journals: Activity Sheets.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

#### Teacher note: Salvation/Gospel

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.

From 'Understanding Christianity' Church of England



Teacher note:  
The Owl in the text is a  
prompt to allow him to  
ask the question or invite  
children's questions.



## Key Stage 2

### Medium Term Planning

| Year: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Term: Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Theme: Beliefs into Practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Religion: Buddhism                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Key question for this enquiry: What is the best way for a Buddhist to lead a good life?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Learning Objectives: We are learning how Buddha's teachings make a difference to how Buddhists choose to live.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Step 1 Engagement (1 lesson)</b></p> <p>What do owls eat? What choices would an owl make to stay healthy? This lesson explores what influences us to make choices and why we believe some choices are good and some are not so good. What do we mean by 'good'?</p> <p>Give children pictures of food and ask them to make the healthy choices... why might it be a good thing to make healthy food choices? Why would this be good for you and for other people? Stay healthy, more energy, play and learn more, enjoy life more...not poorly so much so don't need doctors' time etc. What does making a 'good choice' mean in this situation? How do we know what 'good' means? Have we been 'taught' this?</p> <p>Give children scenarios relevant to them and invite them to act out the consequences of 2 different choices and the class then decides which choice would be best for the children involved in the scenario and why, and which choice would not be so 'good' for other people/animals involved e.g. you are in the playground with your friends and the new boy comes to ask if he can join your game...what choices could you make and what would the consequences be for you and the other people involved?</p> <p>(You could use Jigsaw the Movie <a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>)</p> <p>Discuss what helps us make the choices we make. Kindness/not harming anyone/right and wrong/rules/feelings/consequences...How do we know what makes a 'good choice'? Can we make a list of 8 things that would help the class feel safe and happy e.g. kind words etc?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| BRIDGE: COMPASSION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Step 2 Investigation (3 lessons)</b></p> <p>1. Teach children about the Noble Eightfold Path. (<a href="http://www.buddhanet.net">www.buddhanet.net</a>)</p> <p>(Right Viewpoint, Right Awareness, Right Speech, Right Concentration, Right Action, Right Thought, Right Effort and Right Living).</p> <p>The Buddha said there are 8 things people can choose to do to help them lead good lives which would make the world better for everybody and everything. The 8-fold path helps people know which decisions/choices are good i.e. decisions that will be thoughtful and bring no harm to any living thing.</p> <p>(Compare to the class list of 8 things from last lesson and the reasons given)</p> <p>Children to work in small groups - Give them the Noble Eightfold Path Activity Sheet 1 and invite them to work out what each one means and write their thoughts in each of the 8 boxes i.e. their definition of right speech etc Share ideas with each other. Choose 1 or 2 of the aspects of the path e.g. right action and ask children to either draw or freeze-frame examples of 'right action' which would not bring harm to any living thing. Explain that this is the main aim underneath the Buddha's teaching of the 8-fold path.</p> <p>Repeat the exercise over 2 further lessons unpacking a number of the 'folds', children questioning and making decisions as to what constitutes right action/awareness/speech/concentration, and giving examples. Leave out right livelihood/living (job) as covered in assessment task in lesson 5 (Activity Sheet 2).</p> <p>Choose a range of activities and media through which to explore the 8-fold path e.g. painting/drama/mime/quizz game/stories/forum theatre.</p> <p>Children make a concertina book by folding and back-folding strip of paper so has 8 sections... can they illustrate each of the 8 folds of the 8-fold path with one right... which would be a good choice as it would not harm any living thing?</p> <p>Repeat this covering all of the 8 steps, or allocate steps to different groups so the class covers them all.</p> <p>How difficult is it each day to make sure you never harm anyone or anything?</p> <p>Show children BBC learning clip: Buddhist beliefs 1/2 <a href="http://www.bbc.co.uk/education/clips/zmhkq6f">www.bbc.co.uk/education/clips/zmhkq6f</a></p> <p>This is high end Key Stage 2 and may need a bit of explaining.</p> <p>Buddhists try to follow the 8-fold path by...living in the right way. Look at the 'Ask a Buddhist' clips on Clear vision. <a href="http://www.clear-vision.org/Schools/Ask-a-Buddhist.aspx">www.clear-vision.org/Schools/Ask-a-Buddhist.aspx</a></p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Step 3 Evaluation (1 lesson)</b></p> <p>In this lesson there is an opportunity to demonstrate an understanding of the 8-fold path and the Buddha's teaching that underpins it by focusing on 'Right Living (job)'.</p> <p>Children complete Activity Sheet 2, sorting the job cards and explaining the underpinning rationale for their decisions, before offering their own thoughts on the 8-fold path and the best way for a Buddhist to live a good life.</p> <p>Activity Sheet 3 is also an option.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <p><b>Step 4 Expression (1 lesson)</b></p> <p>Play the song: Follow the yellow brick road from 'The Wizard of Oz'</p> <p>Imagine the yellow brick road is your version of the Buddha's 8-fold path...the guidelines to live by to make the world a better place where no living thing is harmed...</p> <p>If you had a magic wand and could make everyone in the world follow YOUR yellow brick road what guidance (good choices) would you want people to live by so that no harm comes to any living thing, and what would the land at the end of the yellow brick road look like if everybody made these good choices?</p> <p>Models, sculptures, paintings, drawings, poems etc to express these thoughts.</p> <p>Show Egbert. Make an Egbert Owl Gallery of children's work.</p> |



**Teacher note:**  
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



## Key Stage 2

### Medium Term Planning

| Year: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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| Theme: Prayer and Worship                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  | Religion: Christianity                                                                                                                                                                                                                                          |
| Key question for this enquiry: Do people need to go to church to show they are Christians?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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| Learning Objectives: We are learning to understand how important going to church is to show someone is a Christian.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    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| Teaching and Learning Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       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| <p><b>Step 1 Engagement (1 lesson)</b></p> <p>Circle Time: My special place and how I feel when I'm there. Use Egbert Owl as the 'talking object'. Maybe have a visual display of scenes, places, buildings, countryside, football stadium, city, etc. and ask the children what feelings these places bring up for them. Do you have to go there often for it to be special? Talk to the children about why some places may be more special than others and how someone's special place may not be special to somebody else. On the flipchart, have two pre-drawn circles, one within the other. In the inside circle scribe the children's special places and in the outside circle write some of the feelings words associated with these places.</p> <p>Q: Where might a Jew's special place be? Where might a Sikh's/Hindu's special place be? Where might a Muslim's special place be? Where might a Christian's special place be? Answers could be home, nature, etc. not necessarily church or places of worship.</p> <p style="text-align: right;"><b>BRIDGE: MEANINGFUL PLACES</b></p> <p><b>Step 2 Investigation (3 lessons) (select from following content)</b></p> <p>Recap that religions have their own special places where people can go to worship. Show the children various places of worship on the Smartboard and, if possible, look at the similarities and differences.</p> <p>Using the picture of the church, ask the children who would go there to worship?</p> <p>Q: Have you ever been to a church before? What did you go there for? What did you see when you were there? Show pictures of empty churches and also full of people when different services are taking place (wedding, worship etc.). (May use clips from e.g. Songs of Praise).</p> <p>Q: Why do Christians go to church? Do all Christians go to church?</p> <p>There are 6 Christian baptism clips – the homepage is <a href="http://www.bbc.co.uk/education/topics/ztkxpv4/resources/1">www.bbc.co.uk/education/topics/ztkxpv4/resources/1</a></p> <p>Look at John the Baptist as an important figure in the Bible. John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan.</p> <p>Matthew 3: 5-6 "People went out to him from Jerusalem and all Judea and the whole region of the Jordan. Confessing their sins, they were baptized by him in the Jordan River."</p> <p>Matthew 3: 13-15 Jesus came from Galilee to be baptized by John in the River Jordan.</p> <p>Q: What are your views on adults being baptised? What about children who are too young to make their own decisions about their religion? Who made the choice for the child? Why did the parents make the choice for their child? Look at the different types of baptism and ask if Jesus was happy to be baptised in the river, why is it important for Christians to be baptised in a church? Does this show they are Christians? Could Egbert Owl be baptised? Why/why not? Could he make a decision about his religious beliefs?</p> <p><b>Eucharist/Holy Communion</b></p> <p><a href="http://www.bbc.co.uk/education/clips/zwd2hvw">www.bbc.co.uk/education/clips/zwd2hvw</a></p> <p>Christians choose to have a special meal (it isn't really a meal, it is just a reminder of a meal) to do just what Jesus did; break bread to remember his body (death), and drink juice/wine to remember his blood. At the end of the Lord's Supper Christians have remembered that Jesus died for them and forgave them and loves them. Explain to the children that often Communion happens in church. But just as easily it can happen with a group of Christians who love Jesus and just want to thank him for giving his life for them. So is it important for Christians to celebrate Communion in church? Do Christians need to do this to show they are Christians? Where else could Christians celebrate Communion?</p> <p><b>Worship</b></p> <p>Q: What happens during worship? Do all churches perform worship in the same way?</p> <p>Why do some Christians attend church?</p> <p>Children to explore different styles of worship in a Christian church e.g. <a href="http://www.bbc.co.uk/education/clips/zy6sb9q">www.bbc.co.uk/education/clips/zy6sb9q</a> (modern Evangelical Christian church) and possibly a clip of Quakers worshipping, looking at the contrast of worship, with one being joyous and lively, the other being silent and contemplative.</p> <p><b>Why do people go to church?</b> Possible visit to a church to speak to the Vicar and look for symbols and their meanings within the building. Can use the 'Crossing the Bridges' materials freely downloadable from the Discovery RE website.</p> <p>Discuss the reasons explored so far and some of the children's own thoughts about why Christians may choose to go to church. e.g. they feel closer to God, it helps a sense of belonging to the Christian faith, they learn about Jesus' teachings, etc.</p> <p><b>How Christians try to lead their lives from day to day.</b></p> <p>Discuss with the children that it is not only during rites of passage that Christians feel they are following Jesus' teachings, but also by putting their faith into action and living their lives a particular way e.g. Matthew 22:37-40 "Jesus said, love the Lord your God with all your heart, and with all your soul, and with all your mind. This is the first and great commandment. And the second is, love your neighbour as yourself."</p> <p>Q: How might Christians live their lives being mindful of these commandments?</p> <p>What might it look like? Children to think of examples.</p> <p><b>Jesus' teachings about worship</b></p> <p>Lamp under a bowl, Mark 4:21-25 - Jesus said to let your light shine, don't hide it.</p> <p>Matthew Ch 6: 5-7 "When you pray, don't be like the hypocrites who love to pray publicly on street corners and in the synagogues where everyone can see them. I tell you the truth, that is all the reward they will ever get. But when you pray, go away by yourself, shut the door behind you, and pray to your Father in private." Talk about these conflicting teachings and what the children think Jesus was saying in each. What do they tell Christians about the importance of going to church?</p> |  |                                                                                                                                                                                                                                                                 |
| <p><b>Step 3 Evaluation (1 lesson)</b></p> <p>Introduce key question: Do people need to go to church to show they are Christians?</p> <p>Children to think of the reasons why Christians might choose to go to church and their reasons for doing so, and reasons why other Christians may choose not to go to church at all.</p> <p>Lesson in two parts (or possibly 2 lessons)</p> <p>1st part: Activity Sheet 1</p> <p>Children to be told that the local church is being closed for a short period of time. Children to write a letter arguing that it should remain open and why? Include a Christian perspective.</p> <p>2nd part: Activity Sheet 2</p> <p>Children to be told that despite their best efforts the church still needs to be closed for important building work as it is currently unsafe. The question being, if the church is closed, how will Christians be able to show they are Christians, and should they be public about their beliefs anyway?</p> <p>Children complete the second Activity Sheet.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | <p><b>Step 4 Expression (1 lesson)</b></p> <p>Children make a presentation (possibly a powerpoint) in pairs reflecting as wide and varied a selection of places that are special to somebody, somewhere, and explain. An exercise in empathy and diversity.</p> |