

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Autumn One	Unit: 3 weeks	Cluster: Community
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Disposition:	Cultivating inclusion, identity and belonging
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Week	Date	Questions	Activities	Resources
1		<p>How do you know you belong?</p> <p><i>Raise awareness of the concept of belonging from children's own perspective.</i></p>	<p>Discuss with children what "groups" they belong to. Mention family, class, school, city, faith, culture, nature, world?</p> <p>Play the game Happy Families.</p> <p>Talk about having names in common, location in common and language in common.</p>	<p>Happy Families game or something similar.</p>

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Week	Date	Questions	Activities	Resources
2		<p>What do Christians (or other RT) do when a baby is born?</p> <p><i>Introduce the concept of belonging in a religious sense.</i></p>	<p><i>Christians believe a child joins a wider family, the family of God.</i></p> <p>Discuss and look at videos or pictures of Christening, infant baptism and or dedication.</p> <p>Role-play baptism.</p> <p>What experiences do the children have of these things?</p> <p><i>Understanding the point at which family belonging arises would differ depending on the church denomination.</i></p> <p><i>If there are any children in the class from a religious tradition other than Christianity, explore with them belonging rituals of their religious tradition.</i></p>	<p>Baptism ceremonies.</p> <p>Photos, videos, books.</p>

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Disposition:	Cultivating inclusion, identity and belonging
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Week	Date	Questions	Activities	Resources
3		What do (RT) do when a baby is born? <i>Introduce the concept of belonging in a religious sense.</i>	Look at birth ceremonies from other religious traditions.	<u>Naming Ceremonies</u> Mandy Ross ISBN 0431177171 <u>New Baby</u> Judith Baskerville ISBN 0713626453 <u>Births</u> Jacqueline Dineen ISBN 0750228164

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Autumn One	Unit: 3 weeks	Cluster: Creativity
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Disposition:	Being Thankful
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Week	Date	Questions	Activities	Resources
1		<p>When and why do we say "Thank you"?</p> <p><i>Raise the children's awareness of the importance of saying "Thank You".</i></p>	<p>Discuss with children the importance of manners and being polite.</p> <p>Role play different situations when we say 'Thank you'. E.g. Giving presents, receiving things.</p> <p>Explore how it feels when people don't say thank you. If available create an adult drama between teacher and teaching assistant.</p> <p>Give the children their 'Thank you' diaries that they are going to keep for the week. E.g. 8 boxes on a sheet, each day has a smiling and a sad face in it. Children colour face when they have said 'Thank you' that day.</p> <p>Then sing "I nearly forgot to say thank you".</p>	<p>Thank you diaries.</p> <p>"I nearly forgot to say thank you" from "Big Blue Planet Book" ISBN 0852498276</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 4

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Disposition:	Being Thankful
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Week	Date	Questions	Activities	Resources
2		<p>What does the Christian Harvest celebration mean?</p> <p><i>Explain the tradition and practise of Harvest Festival.</i></p>	<p>Bring in a doll, put it on the table naked. Ask the question, if this doll were a real person what would they need to be the same as you? Provide some simple pictures of food, clothes, and houses as stimulus material. (This could be done in table groups, if you have enough dolls.)</p> <p><i>The idea is that homes, clothes, food, family, friends will be identified.</i></p> <p>Learn that harvest is a time when Christians traditionally say thank you for food.</p> <p><i>At this point explain the process of harvest, i.e. crops coming to maturity and being gathered in.</i></p> <p>Discuss with children where their food comes from.</p> <p><i>This is a cross curricular link and might be taught in conjunction with another topic.</i></p> <p><i>You might want to consider the ways in which schools and churches support the poor in Birmingham - suggestions: contact The Salvation Army or Birmingham City Mission for more information.</i></p> <p><i>For Christians, being thankful to God for food and other things is not simply an annual event but a way of life (Thessalonians 5:18).</i></p>	<p>Dolls and stimulus pictures of food, clothes, and houses.</p> <p>Pictures of food and harvesting food.</p> <p>http://www.birminghamcitymission.co.uk</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 5

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Year: One	Term: Autumn One	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
3		<p>Do you know a "Thank you" prayer?</p> <p><i>To introduce the children to ways of saying "Thank you" to God.</i></p>	<p>Remind children, through the use of last week's picture stimuli, what they have to be thankful for.</p> <p>Remind them of their 'Thank you' diaries. Discuss with the children any other way they know to say thank you.</p> <p>How would they say 'Thank you' to God?</p> <p><i>We can say thank you to God by saying a thank you prayer. Jesus always thanked God for food. You may need to read "The Big Picnic" page 45 Lion First Bible or refer to the Last Supper, Matthew 26, or "A Last Meal Together", page 428 Lion First Bible.</i></p> <p>Look at one or two examples of 'Thank you' prayers, construct one as a class.</p> <p>We can sing 'Thank you' to God. Listen to several harvest songs. Learn some harvest songs.</p>	<p>"Everyone's Singing Lord" A&C Black. Book comes with a CD.</p> <p>Harvest song ideas: The Most Magnificent Pizza; Harvest Thanks; E S L etc. ISBN 0-7136-6372-3</p> <p>The Lion First Bible ISBN 0 7459 3849 3 (paperback)</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 6

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
1		<p>Why should we listen to others?</p> <p><i>Introduce to the children the concept of society as opposed to self. (Everyone has an equal right to be heard.)</i></p>	<p>Play team games or engage in team activities, e.g. parachute. Explore that it has to be equally shared so all the children have fun.</p> <p>We all share in one world, one city, one school, therefore, everyone needs to be listened to. Discuss with children the practise of circle time and how we ensure that everyone gets their say.</p> <p><i>Raise awareness of school council.</i></p>	<p>Team games. Parachute (if possible)</p>

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Year: One	Term: Autumn Two	Unit: 3 weeks	Cluster: Community	
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
2		<p>What does a story from the Christian tradition (or other RT) teach us about listening?</p> <p><i>Understand that even young people can say important things.</i></p>	<p>Teacher to explore with class that as a 5/6-year-old child, would you expect your younger brother to do what you say? Your older brother? Your parents? Your teacher? A policeman? The Prime Minister? The Queen?</p> <p>Explain that the people in the Bible story were even more important than that.</p> <p>Read the story of Jesus at the temple, Luke 2:41-52 or The Lion First Bible—Where is Jesus? pages 310-315.</p> <p>Children act out the story.</p> <p>Ask the children questions about the story, including: Do wise, important people normally listen to young children?</p> <p>Who listens to you? Who would you like to listen to you? Who can you speak to and know you will be listened to?</p> <p><i>Although he was only a boy, the teachers listened to him. Even young people can say important things.</i></p>	<p>Bible reference: Luke 2:41-52.</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

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Year: One		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Being Modest and Listening to Others		
Week	Date	Questions	Activities	Resources
3		<p>What does Islam (or other RT) teach us about listening?</p> <p><i>Explore the importance of listening.</i></p>	<p>Advice - when the Qur'an is read, listen to it with attention so that you may hold your peace and receive mercy (Chpt 7:204).</p> <p>Qs Ask children what does this advice mean. Ans Muslims believe that Allah listens to them. It is only right that Muslims should listen to Allah's message carefully so that they can learn what Allah wants them to do and only then can they do the right thing to please Allah.</p> <p>Tell pupils the Story of Solomon (Qur'an 27: 15-19).</p> <p>Important lesson from the story:- Allah has given the responsibility to look after the planet Earth and everything inside it to humans. We cannot do our job carefully unless we learn to listen to other living beings (e.g. humans, animals etc). Ask pupils to discuss times when they may have seen someone or something in distress even though they did not understand what they were saying they knew that help was needed.</p>	The Story of Solomon (see next page)

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 9

THE STORY OF SOLOMON
(QUR'AN 27: 15-19)

Solomon inherited his father David's (Daud's) prophethood and dominion after his death. Allah had blessed Solomon with many abilities. He could command the winds and understand and talk to birds and animals. During his time, horses were the main mode of transport. Solomon made sure that all his horses were well cared for to please Allah.

One day Solomon gathered his army which had different battalions of men, birds and animals. He marched them to the country of Askalon. While they were passing through the valley, an ant saw the approaching army and cried to warn the other ants: "Run to your homes! Otherwise unaware, Solomon and his army might crush you!". Solomon hearing the cry of the ant, smiled. He was glad that the ant knew that Solomon would not intentionally harm Allah's creation because he loved Allah very much. Solomon thanked Allah for saving the lives of the ants.

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Autumn Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
1		<p>What makes us happy and how do we share it?</p> <p>When and where do we see happy people in the Christmas story?</p> <p><i>Explore the happiness of Mary when she heard that she was to have a special baby.</i></p>	<p>Explore what makes the children happy by categorising activities as 'happy' or 'sad'. E.g. birthday party (happy) and losing a favourite toy (sad).</p> <p>Create sequence cards for everyday activities e.g. getting ready for school. Ask the children (in groups) to put the cards in the correct order (e.g. washing face before getting dressed). As a class look at the sequence cards 'getting ready for a baby.'</p> <p>Read the story of Mary's Song in Luke 1:26-38 or The Lion First Bible—Mary and the Angel pages 284-291.</p> <p>Look at SEAL Emotion Fan to explore Mary's feelings of anticipation for baby Jesus.</p>	<p>Bible reference Luke 1:26-28</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>SEAL activities, e.g. SEAL Emotion Fans</p>

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Week	Date	Questions	Activities	Resources
2		<p>Why were the angels happy when they told the shepherds about the baby Jesus' birth?</p> <p><i>Learn about the joy of the angels, who brought the good news of Jesus' birth.</i></p>	<p>Show birth announcements and birth congratulations.</p> <p>Discuss the different methods available to inform people about a new baby being born (e.g. phone, text, e-mail etc.).</p> <p>Tell the story of the birth of Jesus and the announcements to the shepherds. Luke 2:1-20 or The Lion First Bible—The Very Special Baby pages 292-301.</p> <p>Explore the joy of the Angels who brought good news. Why were they joyful? (Bringing good news). How did they show it? (Singing).</p> <p>Listen to the Christmas carol 'Mary's Boy Child'. Read through the lyrics, seeing how the words build up our understanding that the angels brought good news.</p> <p>Discuss that Jesus' birth was good news for everyone, even for us 2000 years later.</p>	<p>Please ensure the children are taught a biblical account without additions, eg. Mary travelling on a donkey, and encourage the use of the word 'Magi' instead of Kings/Wisemen (Matthew's gospel)</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Bible reference Luke 2:1-20</p> <p>'Mary's Boy Child' CD and lyrics</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 12

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Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
3		<p>Why were the Shepherds joyful at Jesus' birth?</p> <p><i>Learn about the joy of the shepherds when they heard about Jesus' birth.</i></p>	<p>Play Chinese Whispers - to illustrate the passing on of news.</p> <p>Learn a bit about shepherds, then & there, here & now.</p> <p><i>Shepherding in ancient times was a very low grade occupation (dirty, smelly, hard work, bad hours, low waged). It is remarkable that God chose to tell the news to shepherds first.</i></p> <p>Tell Christmas story again but from Shepherds perspective - possibly a drama, or use the Grumpy Shepherd video or story book.</p> <p>End with a quiz based on the bible story account of the first Christmas. A good way to score is to create laminated sheep with random scores on the back. Children answering correctly choose a sheep and gain that score for their team. Divide the class into 2-4 teams depending on the number of questions. Ask each team 3 or 4 questions.</p>	<p>Luke 2:1-20 story in different format.</p> <p>E.g. The Grumpy Shepherd</p> <p>Scripture Union: The Christmas Video. ISBN 1-85999-091-6.</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 13

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Spring One	Unit: 2 weeks	Cluster: Choice	
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
1		<p>Does it matter if people are not fair?</p> <p><i>Encourage the children to realise that fairness is a practical issue that they encounter on a daily basis.</i></p>	<p>Two children are asked to share a mini roll, cake, chocolate or something similar.</p> <p><i>Never specify half.</i></p> <p>First experiment is for one child to cut it, not knowing that the other child is to choose a piece first. Next time, repeat with the procedure but now the child has the knowledge that the other picks first. Ask the child about how it felt when they cut it the first time and did it affect the way that the child cut it the second time, knowing they wouldn't get to choose? (Use crib sheet for wording)</p> <p>Children play board games. Teacher to intervene during the game and change a rule - eg, boys can now have an extra go. Play Snakes and Ladders, suddenly reverse the rules eg up snakes, etc.</p> <p>Discuss how they felt when they took turns and played the games correctly and then how it felt when the rules were changed at the teacher's whim. Did it feel any different?</p> <p>Discuss the fairness of the lesson and whether it matters if people are not fair.</p>	<p>Board games.</p> <p>Snake & Ladders boards, die and counters</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 14

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Year: One		Term: Spring One	Unit: 2 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
2		<p>Who decides what is fair? Is it God?</p> <p><i>To explore the idea of wisdom and fairness and for the children to realise that often things are not fair.</i></p>	<p>Tell the story of Story of Solomon and the 2 babies. (1 Kings 3:16-28)</p> <p><i>One mother claims that her baby is alive when in fact she has taken the other mother's child. The real mother wants her baby back. King Solomon sends for a sword to cut the living baby in half, at which point the real mother gives the living baby to the liar and King Solomon knows the truth.</i></p> <p>Children act out the story.</p> <p>Discuss why it is that what King Solomon did is thought to be very fair. Explain that King Solomon was very wise because he asked God to give him wisdom. 1 Kings 3:5-15 explains that his wisdom came from God.</p> <p>Does everyone have the wisdom of King Solomon? <i>No because people make unfair and unwise choices.</i></p> <p>Explore this by asking the children to share decisions they have made and/or getting the children to discuss decisions that are made for and about them.</p>	<p>Bible reference 1 Kings 3:16-28 Story of Solomon and the 2 babies</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 15

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Year: One	Term: Spring One	Unit: 3 weeks	Cluster: Choice
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Disposition:	Being Accountable and Living with Integrity
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Week	Date	Questions	Activities	Resources
1		<p>Can others depend on you? What impact does the unfairness of cheating have upon friendships?</p> <p><i>Introduce the concepts of cheating having wide repercussions; if everyone cheated, then no-one could be trusted.</i></p> <p><i>NB: This unit comes under a different disposition but is closely linked to previous unit.</i></p>	<p>Recap, from the previous two weeks, especially looking at the lying mother who tried to cheat the real mother out of her living baby.</p> <p>Tell the story of a family who play board games with the young children but there is one member of the family who always wins. When he is grown-up, he admits that the reason he always won at everything was because he always cheated. Discuss with the children about how they would feel if that child was in their family.</p> <p>Ask the children to think about if they have ever cheated. Discuss in pairs. Find out if any child has cheated and ask if they think it is ever acceptable to cheat.</p> <p>Look at the consequences of cheating. Explain that when you cheat, it has an impact on you, on the person you have cheated and then on the surrounding group. Discuss a Stone and Ripple diagram, stone=cheat, the moving out into wider diagram of themselves to the person who they cheated, their group and then the school. Children draw a picture to show how each of those involved may have felt.</p>	

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 16

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Year: One		Term: Spring One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Accountable and Living with Integrity		
Week	Date	Questions	Activities	Resources
2		<p>Can you let yourself down?</p> <p><i>Explore how we can run away from the things we have done, but we cannot escape from God, or our own conscience.</i></p>	<p>Ask the children to think of things they find difficult to own up to. What is their experience of hiding from wrong things they have done? (some may have 'got away' with things, but most probably found out that the problem got worse for being ignored). Tell the story of Jonah (The Lion First Bible-A Fishy Story 264-271).</p> <p>Stop after page 265. Ask:</p> <ul style="list-style-type: none"> What had Jonah done wrong? Why was he running away? <p>Continue the story. Stop after 267. Ask:</p> <ul style="list-style-type: none"> What happened to the weather? Why couldn't Jonah ask God to help? What did Jonah tell the sailors to do?and what was the result? <p>Continue the story. Stop at the end of 269. Ask:</p> <ul style="list-style-type: none"> What happened to Jonah? Who saved him? What did Jonah say to God? How did Jonah get out? <p>Finish the story. Ask:</p> <ul style="list-style-type: none"> Did Jonah do what God had asked? What happened to the people of Nineveh? How did Jonah react? <p>Discuss:</p> <ul style="list-style-type: none"> Did Jonah let himself down? Was he able to run away from what he had done? <p>Conclude that everyone makes mistakes, everyone does wrong things. The important thing is to own up and get it sorted - because you can't run away from it.</p> <p>Ask the children to draw a picture from the story of Jonah.</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 17

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
---	-----------------------------------	-------------------------

Year: One	Term: Spring One	Unit: 3 weeks	Cluster: Choice
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Disposition:	Being Accountable and Living with Integrity
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Week	Date	Questions	Activities	Resources
3		<p>How in Christianity (or other RT) do believers say sorry to God?</p> <p><i>Explore saying sorry to God through the story of Zaccheus.</i></p>	<p>Ask the children to imagine and describe a really horrible person; someone they wouldn't like to join their class. Today's character was every bit as unpopular!</p> <p>Tell the story of Zaccheus (Luke 19 or The Lion First Bible—A Nasty Little Cheat pages 414-417). Zaccheus wasn't popular. Why not? (<i>cheat</i>) Why did Zaccheus change? (<i>Jesus was his friend now and wouldn't like it</i>) How did Zaccheus change? (<i>paid back, stopped cheating</i>)</p> <p>As a class, compare the two stories (Jonah and Zaccheus). Draw the children's attention to the fact that both characters did wrong. Both changed and did things that pleased God.</p> <p>Ask the children if saying sorry and being sorry are the same thing. How can we really tell that someone is sorry?</p> <p>Ask the children to resolve to change one bad behaviour they are sorry about. Keep a record of how many days they can go without doing it again?</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 18

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring Two	Unit: 2 weeks	Cluster: Commitment
Disposition:		Being Courageous and Confident		
Week	Date	Questions	Activities	Resources
1		<p>What is courage?</p> <p><i>Explore the meaning of 'courage'.</i></p>	<p>Ask the children if they know what the word courage means.</p> <p>Discuss with the children when they have been brave and how it felt.</p> <p>Show children clip from the Lion King when Simba stands up to Uncle Scar.</p> <p><i>Courage is owning up and standing up.</i></p> <p>Draw out in discussion that courage is both physical and moral.</p> <p>Consider role playing, encouraging your friend to be brave in a given situation.</p>	Lion King DVD.

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Disposition:		Being Courageous and Confident		
Week	Date	Questions	Activities	Resources
2		<p>How does David in Christianity show courage?</p> <p><i>Develop the children's understanding of courage through the characters of David and Goliath.</i></p>	<p>Tell children the story of David from 1 Samuel 17 or The Lion First Bible-David and the Giant pages 188-199.</p> <p><i>The point of this story isn't that David himself was courageous but that his confidence and trust in God enabled him to undertake a challenge bigger than his own capabilities; his courage came from his faith in God.</i></p> <p>Compare and contrast David and Goliath in terms of size, army, attitude and outcome.</p> <p><i>Looking again at physical and moral courage.</i></p>	<p>Bible reference: 1 Samuel 17.</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

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Year: One	Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
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Disposition:	Being Loyal and Steadfast
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Week	Date	Questions	Activities	Resources
1		<p>What makes a good friend?</p> <p>What sort of friend was Peter?</p> <p><i>To begin to understand that part of being a good friend is living up to the promises you make.</i></p>	<p>Children sort out verbs into ones that describe a good friend and a bad friend.</p> <p>Talk about "Man's best friend" and the qualities desired in a dog.</p> <p>Look at different scenarios where children have to decide what a good and a bad friend would do.</p> <p>Talk about the importance of living up to your promise of friendship and to specific promises you make to friends.</p> <p>Tell the story of Peter denying Jesus (The Lion First Bible-A Last Meal Together pages 428-435). Discuss the content of the story with the children, e.g. What should Peter have done? What sort of friend was Peter? <i>(Bad and disloyal).</i></p> <p>Ask the children to fill in the blanks: Peter is a _____ <i>(bad)</i> friend because _____ <i>(he let Jesus down)</i> A good friend is someone who _____ <i>(?)</i></p>	<p>Verbs on word cards describing good and bad friends.</p> <p>Pictures portraying different scenarios to discuss being a good and bad friend.</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar by Sue Fearon, Claire Finkel, Zahida Hussain, Rosemary Sargent, Simone Whitehouse

Updated 15 December 2010

www.birmingham-asc.org.uk

Page 21

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
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Disposition:		Being Loyal and Steadfast		
Week	Date	Questions	Activities	Resources
2		<p>What sort of a friend was Jesus?</p> <p><i>Understand that a good friend is loyal and that Christians believe Jesus is a loyal good friend.</i></p>	<p>Recap last week's lesson by acting out scenarios of good and bad friend behaviour.</p> <p>Recap last week's lesson by showing Miracle Maker clip of last week's story.</p> <p>Read The Saddest Day The Lion First Bible pages 436-441. Discuss how Peter may have felt, having let Jesus down. Then read Mark 16; John 20-21 or The Lion first Bible-The Happiest Day pages 442-451.</p> <p>Conclude by encouraging the children to talk about how it feels when they are forgiven after doing something wrong that hurts someone else.</p>	<p>Miracle Maker DVD</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>CD: The King, the snake and the promise: Genesis to Jesus... For kids! (EMU: Australia - available from the BCM bookshop Tel: 0121-384-3650).</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
Disposition:		Being Loyal and Steadfast		
Week	Date	Questions	Activities	Resources
3		<p>What sort of friend was Peter?</p> <p>What sort of friend are you?</p> <p><i>To understand from the story of Peter that it is possible to change from being a bad friend to a good friend.</i></p>	<p>Children play good or bad friend game with flashcards.</p> <p>Using Brick Testament, look at story of Peter in prison because he was being a good friend to Jesus (reference Acts 12:1-19).</p> <p>Children then talk about how Peter changed from being a bad friend to a good friend.</p> <p>Children draw their own good and bad friend scenarios then discuss in partners how it would feel to be that sort of friend and to have that sort of friend.</p> <p>In conclusion ask children to think of ways that they can become someone who others say is a good friend.</p>	<p>Bible reference: Acts 12:1-19</p> <p>'Brick Testament':</p> <p>http://www.thebricktestament.com/acts_of_the_apostles/another_holy_prison_break/ac12_01-02.html</p>

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Spring Two	Unit: 4 weeks	Cluster: Commitment
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Disposition:	Being Loyal and Steadfast
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Week	Date	Questions	Activities	Resources
4		<p>How does the story of Easter provide an example of courage?</p> <p><i>Begin to understand that Christians believe Jesus allowed himself to be put to death because he loves us.</i></p>	<p>Perform an 'illusion', card trick or mind reading trick- something that works because it was planned in advance. It sounded amazing to the children and did amaze them. Possible recap the story of Jesus' death and resurrection Matthew 26: 57-68; 27:1-2; 27:11-28:20 or The Lion First Bible-The Saddest Day/The Happiest Day pages 436-451.</p> <p>Read Mark 8:27-31 or The Lion First Bible pages 404-406. <i>In this passage Jesus predicts both his death and coming again (Resurrection).</i></p> <p>Discuss the disciples' feelings when Jesus said these things. Did they remember when Jesus died, that he'd promised to come alive again? Why not? <i>(It had seemed too amazing and unbelievable)</i> How did they feel when Jesus came alive?</p> <p><i>Christians believe that Jesus died to make it possible for everyone who believes and trusts in him to be forgiven and become friends with God. Christians believe that there was no other way for that to happen other than Jesus dying. It must have been very hard for Jesus to do (courage). Jesus must love us very much to do that (Loyal).</i></p> <p>Ask the children to draw pictures of people they love and to discuss things they have done or would do for that person which take courage (e.g. spider removal).</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Remembering Roots		
Week	Date	Questions	Activities	Resources
1		<p>How do you remember special people, places and events?</p> <p><i>Introducing the idea that things we remember are not necessarily things within our living memory.</i></p>	<p>Discuss with children, how do they remember what is important? E.g. Where they live, their name or others names, phone numbers, Mother's day, birthdays, etc.</p> <p>Raise the idea that some of the things that we remember didn't actually happen in our lifetimes. E.g. Parents being born, parents marriages, older siblings birthdays, etc.</p> <p>Ask the children for ideas of how we might mark the remembering of these things. E.g. calendars, birthday balloons, cards, parties, special meals, writing things in diaries, lists, etc.</p> <p>Children to create and decorate a card with their birth date on it to remind them when their birthday is, or more advanced pupils could create a school address tag.</p>	Children's birth dates and addresses.

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Remembering Roots		
Week	Date	Questions	Activities	Resources
2		<p>Which special person or event do the believers of Islam (or another RT) remember?</p> <p><i>Raise awareness of Ramadan as a time when something is remembered.</i></p>	<p><i>At Eid ul Fitr Muslims remember the revelation of the Qur'an by Allah through Angel Jibrq'il (Gabriel) to prophet Mohammed in the month of Ramadan.</i></p> <p>Show the children the DVD (about 8 minutes long which goes from the child's home to the festival)</p> <p>Eid ul Fitr marks the end of Ramadan. Discuss with the children what Ramadan involves, how long it lasts and why it is important.</p> <p>Discuss with the children the longest that they have gone without food; how they felt; can they understand how people who fast feel? (Fasting is not encouraged below the age of 7, and becomes compulsory at puberty)</p>	<p>Festivals DVD Child's Eye Media www.childseyemedia.com</p>

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment
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Disposition:	Remembering Roots
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Week	Date	Questions	Activities	Resources
3		<p>Which special person or event do the believers of Islam (or another RT) remember?</p> <p><i>Raise awareness of Eid ul Fitr as a time of celebration remembering Allah's revelation.</i></p>	<p>Eid ul Fitr is the celebration to mark the end of Ramadan.</p> <p>Eid is celebrated by saying a prayer and giving to charity. This makes sure that everyone can take part in Eid.</p> <p>Show children the DVD (about 8 minutes long, goes from the child's home to the festival). Look at Eid cards, parties and discuss how it is celebrated. Look at photos and videos. Have a party celebration.</p>	<p>Eid cards</p> <p>Festival's One DVD by Child's Eye Media. www.childseyemedia.com</p> <p>Photos/books/videos celebrating Eid</p>

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment
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Disposition:	Being Hopeful and Visionary
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Week	Date	Questions	Activities	Resources
1		<p>What do you hope for the future?</p> <p><i>Explore the idea of the children's hopes for the future.</i></p>	<p>Talk to the children about what they hope to be when they grow up. Start with thinking about the job they would like to have and move the discussion on to the type of person/character they would like to be.</p> <p>Ask the children how they would like the world to be like if they were King/Queen/ in charge/ruler. Children to draw a picture of what the world would look like if you were in charge.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment	

Disposition:	Being Hopeful and Visionary
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Week	Date	Questions	Activities	Resources
2		<p>To what do the believers of the Islamic tradition (or other religious faith) look forward?</p> <p><i>To help children understand that only by treating each other fairly, can we create a fair world which in turn will help to make the world peaceful.</i></p>	<p>Explain to the children that Muslims observe five pillars of Islam. The first is the declaration of faith, second are the five daily prayers Muslims must say (in the morning, just after mid-day, afternoon, evening and night), fasting for the whole month of Ramadan, Zakah (giving compulsory charity as fixed by Allah once a year on savings only) and Hajj at least once in the life time.</p> <p>It was the 9th day of Dhul Hajj (the month in which the Hajj is performed), prophet Mohammed was in the Uranah valley of Mount Arafat in Makkah when he delivered the last sermon of his life at the time of Hajj. Read the following sentences from different parts of the sermon to the children:</p> <p><i>'All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab (or vice versa), white has no superiority over black (or vice versa)-except through good actions.... Hurt no one so that no-one may hurt you.... You neither inflict nor suffer inequality..'</i></p> <p>The prophet Mohammed taught Muslims that only by being fair to each other can we look forward to creating a peaceful world.</p>	

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer One	Unit: 3 weeks	Cluster: Commitment
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Disposition:	Being Hopeful and Visionary
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Week	Date	Questions	Activities	Resources
3.1		<p>To what do the believers of Islamic tradition (or other religious faith) look forward?</p> <p><i>To explore the rituals of Hajj.</i></p>	<p>Tell children that performing Hajj at least once in a life time is compulsory for Muslims, as long as they can afford the costs. Muslims have to travel to Makkah in Saudi Arabia to do Hajj.</p> <p>Tell children that there are several rituals in Hajj but they will role play two of those rituals:-</p> <ol style="list-style-type: none"> 1. Either draw a square on the ground or put chairs to form a square. Label this as the Ka'bah. Explain to the children that Muslims call this the house of Allah and the building is a Cube covered with black cloth and totally empty from inside and this was first built by Abraham (prophet Ibrahim). Muslims wear very simple clothes called the ihram which is white and consists of two sheets for men, women can wear anything simple. Allah has asked Muslims to go round the Ka'bah seven times and this is the first ritual of Hajj. As Muslims go round the Ka'ba they say 'Labaik Allah Huma Labaik' this means 'Allah I am present O Allah I am present.' Ask children to do this. Tell children for Muslims this ritual signifies that all humans are equal and belong to one global Ummah. <p><i>Continued on next page.</i></p> 	<p>The Story of Abraham and Makkah (see pages 32-33)</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Hopeful and Visionary		
Week	Date	Questions	Activities	Resources
3.2		<p>To what do the believers of Islamic tradition (or other religious faith) look forward?</p> <p><i>To explore the rituals of Hajj.</i></p>	<p><i>Continued from previous page.</i></p> <p>2. Place two chairs as far apart as the room allows. Label one as Safa (name of a hill) and label the second Marwa (name of another hill). Ask children to walk fast between the two hills seven times. This is the second ritual of the Hajj and is called sa'ee. It signifies the trust Abraham's wife Hajra had in Allah when she was left in a desert with her son. Tell children that for Muslims this ritual signifies that they should always put their trust in Allah whatever circumstances they might find themselves in.</p> <p>Finish the lesson by telling children The Story of Abraham and Makkah (found on next 2 pages).</p>	<p>The Story of Abraham and Makkah (see next 2 pages)</p>

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Page 31

THE STORY OF ABRAHAM (PROPHET IBRAHIM) AND MAKKAH

One day, Abraham woke up and asked his wife Hajar to get her son and prepare for a long journey. After a few days, Abraham started out with his wife Hajar and their son Ishmael (Ismail). The child was still nursing and still not weaned.

Abraham walked through cultivated land, desert and mountains until he reached the desert of the Arabian peninsula and came to an uncultivated valley having no fruit, no trees, no food and no water. The valley had no sign of life. After Abraham helped his wife and child dismount, he left them with a small amount of food and water hardly enough for two days. He turned around and walked away. His wife hurried after him asking, "Where are you going, Abraham leaving us in this barren valley?" Abraham did not answer her, but continued walking.

She repeated what she had said, but he remained silent. Finally, she understood that he was not acting on his own initiative. She realised that Allah had commanded him to do so. She asked him, "Did Allah command you to do this?" He replied, "Yes". Then his wife said, "We are not going to be lost, since Allah who has commanded you, is with us."

Abraham prayed to Allah, "O our Lord! I have made some of my offspring dwell in a valley without cultivation by Your Sacred House (Kab'bah in Makkah) in order, O Lord, that they may offer prayers perfectly. So fill some hearts among men with love towards them, and (O Allah) provide them with fruits, so that they may give thanks" (Qur'an 14:37)

Continued on next page

THE STORY OF ABRAHAM (PROPHET IBRAHIM) AND MAKKAH

Continued from previous page

Ishmael's mother went on suckling Ishmael and drinking from the water she had until it was all used up. After a while Ishmael began to cry because he was thirsty. Hajar knew that Allah will help. With this trust in her heart she climbed a hill near by called Safa just in case she might see some water from the height or see people who might be carrying water. When she did not see anything she came down the hill back to the valley.

She checked that her son was safe, then crossed the valley and climbed the second hill, called Marwa, again hoping that from a height she might see water or see people who may be carrying water. When she did not see anybody she climbed down the hill and returned to the valley, checked that her son was okay and climbed up Safa repeating the whole process seven times.

When she reached Marwa the seventh time and was returning back to the valley where her son was, she saw an angel by the heels of her son digging the ground till water flowed from this place. This water is called Zam Zam water and people drink it to this day when they go for Hajj. After Hajar quenched her thirst by drinking the water and suckled her child, the angel said to Hajar, "Don't be afraid of being neglected, for the house of Allah, which at that time resembled a hillock, will be built into a cube by this boy and his father and Allah never neglects his people."

With water soon people began to settle in the valley and all kinds of vegetation began to grow particularly the date trees and soon Makkah became a settlement.

Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
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Disposition:	Being Curious and Valuing Knowledge
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Week	Date	Questions	Activities	Resources
1		<p>Why is 'why' important?</p> <p><i>Begin to explore the value of question words (interrogatives)</i></p>	<p>Play a question game, e.g. simplified 20 questions. We need to know what, who, where, when, why and how.</p> <p>Look at Cinderella's invitation to the ball and discuss - what, who, where, when, why and how</p> <p>Read Kipling's "I Keep Six Honest Serving Men" - poem. Demonstrate using simple finger puppets.</p> <p>Class exploration of questions on an exotic place. What would you like to find out about the world? (Literacy words)</p> <p>Make a class collection of the children's questions, in the form of a book, pin board, post-its or flip chart page.</p>	<p>Rudyard Kipling's "I Keep Six Honest Serving Men" poem.</p> <p>Pictures/photos of exotic place</p> <p>http://www.kipling.org.uk/poems_serving.htm</p>

I Keep Six Honest Serving Men

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and
When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For *I* am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!

She sends 'em abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

The Elephant's Child



Exemplar Material for a school with majority Christian pupils	Cluster Example 1	<i>Teacher Guidance</i>
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Year: One	Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
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Disposition:	Being Curious and Valuing Knowledge
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Week	Date	Questions	Activities	Resources
2		<p>What do we need to know?</p> <p><i>Introduce sources of information for general questions and Holy books for information about God.</i></p>	<p>Look at different information books and their uses. For example: encyclopaedia, dictionary, Google, maths textbook, atlas.</p> <p>Play a game where team members run to the appropriate source of an answer to the questions asked.</p> <p>Talk about different Holy Books, including the Bible, the Qur'an, The Pali Canon (Buddhists), Bhagavad-Gita (Hindu). Show some if possible.</p> <p>Explain that people of faith go to Holy Books for information about God.</p>	<p>Different information texts</p> <p>Different Holy Books</p> <p>Internet</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
3		<p>How do the believers of Christianity (or other RT) learn about God?</p> <p><i>Begin to understand that Christians learn about God from the Bible and that it reveals God's character i.e. he created the world, is comforting, protective and a great healer.</i></p>	<p>Use a sock puppet to recap the children's knowledge of where to find information, ending with a question about God.</p> <p>Read stories from the Bible that reveal God's character and nature.</p> <p>Ask questions which relate to the stories. E.g. Who created the universe? The Bible says that God did (The Lion First Bible-How the World Began pages 10-19).</p> <p>Where can you find out who will look after you? (The Lion First Bible page 190).</p> <p>Etc. Ask the children to match the question to the story which answers it.</p> <p>Conclude by adding more questions about God to the question collection.</p>	<p>Sock Puppet</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer Two	Unit: 2/3 weeks	Cluster: Contemplation	
Disposition:	Being Open, Honest and Truthful			
Week	Date	Questions	Activities	Resources
1		<p>Why does the truth matter?</p> <p><i>Explore with children the importance of truth.</i></p>	<p>Teacher reads out a statement. The children have to stand in an agree or disagree corner. Repeat this for more statements.</p> <p><i>AND /OR</i></p> <p>Put 6 photos of members of staff in an appropriate place. The teacher reads out 6 statements and the children have to say who the statement is true about.</p> <p>Tell the story of the Boy who cried wolf. <i>Emphasise the words 'he's' and 'lying'.</i></p> <p>Discuss the link between truth and trust.</p> <p><i>AND /OR</i></p> <p>Matilda (Who told such awful lies) poem.</p> <p>Talk to the children about why the truth is so important.</p>	<p>Statements with which the children can agree or disagree.</p> <p>6 Photos of staff with corresponding statements.</p> <p>Story of "The boy who cried wolf".</p> <p>Matilda by Hilaire Beloc READ ME- National Year of Reading. ISBN 0-330-37353-6 and other collections.</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: One	Term: Summer Two	Unit: 2/3 weeks	Cluster: Contemplation	
Disposition:	Being Open, Honest and Truthful			
Week	Date	Questions	Activities	Resources
2		<p>Do believers ever lie?</p> <p><i>Explore the idea of truth through the story of Rahab and the Spies.</i></p>	<p>Remind the children about truth and lies from previous week. What is a lie? Can you think of one that you have told this week? (keep it in your head!) Do you think it was right to tell that lie? Was anyone hurt or helped by you telling it?</p> <p>Tell the children the story of Rahab from the book of Joshua 2 or The Lion First Bible-Joshua Wins the Day pages 138-147.</p> <p><i>Rahab lied about the spies that were hiding in her house. As a reward for protecting the spies she and her family were saved.</i></p> <p><i>See Matthew 1 - only 3 women are mentioned in Jesus' family tree - one of them is Rahab. Her lie was because her loyalty was to God and his people (the spies) rather than the country in which she lived.</i></p> <p>Is it right to lie? Can the children think of any other situations when lying could be justified? E.g. Lying to save someone's life.</p>	<p>Bible Reference: Joshua 2</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>