

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
1		<p>Could we live without rules?</p> <p><i>To understand that we need rules in all parts of our society which keep people safe and make the group work well together.</i></p>	<p>Children record what rules they have obeyed today.</p> <p>Children put rules into 3 categories: Home; town/ city; and school. Are they different? Why are the rules needed?</p> <p>Think about different people within school context and whether they would want to have different rules.</p> <p><i>E.g. a teacher might want a rule that pupils listen when someone else is speaking but a naughty pupil may want a rule that s/he can speak whenever s/ he likes.</i></p> <p>Is it fair to have different rules for different people? <i>(not usually)</i></p> <p>Work in small groups and together as a class to formulate some suggestions for class rules, <i>N.B. teacher has final say.</i></p>	

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2		<p>Who makes the rules?</p> <p><i>To understand that rules are given because of the love and care that the rule giver has for that particular group of people.</i></p>	<p>Recap why we have rules. Who made the class rules? Who made the rules for our city? Who makes the rules at home? Look at different characters in the community (<i>e.g. young child, teacher, police officer, judge</i>). Discuss whose rules you would listen to and obey.</p> <p>Discuss characteristics, attitudes and actions of people the children will want to listen to and obey.</p> <p>Read Deuteronomy 10:17-18. Ask each child to list the characteristics they would like to see in God if he is the overall rule maker (<i>e.g. fair, kind, etc.</i>) and the characteristics they would not like to see (<i>e.g. mean, angry, etc.</i>). Highlight the characteristics of God.</p> <p>Discuss if that is someone you would want to obey and why.</p> <p>Play "Simon Says" particularly focused on the rules.</p>	<p>Bible reference: Deuteronomy 10:17-18</p>

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3		<p>What rules has God made?</p> <p><i>To explore the first 3 commandments of the Bible's Old Testament which help us to understand the character of God and that He is someone we would want to obey and take rules from.</i></p>	<p>Watch a video clip from "Prince of Egypt" (<i>The part when the people are rescued and walk through dry land of the Red Sea</i>). After God had rescued his people he gave them some rules to live by.</p> <p>Discuss the order of rules (<i>the most important rules are always put first</i>).</p> <p>Read Exodus 20:1-7 or The Lion First Bible pages 120-125 (the first 3 commandments). These are the first 3 commandments (of the 10) and they are the most important. These rules are all about a relationship with God. It is what is most important to God, that we are in a relationship with him.</p> <p>Propose different scenarios with who you would listen to and who you would not listen to, e.g. little brother and mum both say "Don't go into the kitchen" - which one will you listen to? Why or why not?</p> <p>Conclude: God always knows the 'big picture'. God loves us and wants to keep us safe. Will we listen to him?</p>	<p>Prince of Egypt video/DVD</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: Two		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
1		<p>What influences my behaviour?</p> <p><i>Children begin to realise that there are external and internal controls on behaviour.</i></p>	<p>Talk to children about different social situations. Use prompt pictures to find out how the children would react and/or behave in the different situations.</p> <p>Show half the class cards where they are alone in the situation, show the other half the same situation but with a policeman or teacher or someone else in authority in the picture. Compare the results from the pictures.</p> <p><i>Ideas for the situation could include...your friend hits someone, you see some money in the street, your dad drops litter.</i></p> <p>Draw a picture of what influences their behaviour.</p>	<p>Pictures of different scenarios, some with and some without authority figures.</p>

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Week	Date	Questions	Activities	Resources
2.1		<p>What behaviour choices do I make?</p> <p><i>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</i></p>	<p><i>The first 2 activities are 5 minute warm ups to get the children thinking, the main teaching point is point 3.</i></p> <p>1. Look at SEAL feelings fans. Ask the children a series of questions around the theme of how you would feel if... e.g. you lost your favourite toy, you get a new puppy, someone copies your work...etc.</p> <p>2. Move from feelings to reactions. Ask the children to describe what these feelings look like in their behaviour. Talk to the children about the feelings they have just explained and add in actions that go with them.</p> <p><i>Continued on next page.</i></p>	<p>http://nationalstrategies.standard.s.dcsf.gov.uk/primary/publications/banda/seal</p>

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Week	Date	Questions	Activities	Resources
2.2		<p>What behaviour choices do I make?</p> <p><i>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</i></p>	<p><i>Continued from previous page.</i></p> <p>3. How do you choose to behave? Using a series of statements, talk to the children about how they would react in those situations. E.g. How do you react when ... you are first one out in a game? you are unfairly accused? you have to share something? someone forgot to do something that means you can't go on an outing? Make the point that reactions should broadly fall into 3 categories: 1. Not expressing feelings; 2. Expressing feelings inappropriately e.g. tantrum; 3. Expressing feelings appropriately, discussing, negotiating etc.</p> <p><i>Generally people of faith have more self-control in difficult situations, which is drawn from their understanding of and relationship with God.</i></p>	

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Week	Date	Questions	Activities	Resources
3		<p>What does Islam (or other RT) teach about being peaceful?</p> <p><i>Begin to understand the choice of fasting as a means to inner peace.</i></p>	<p>Explain to the children that fasting is a chosen behaviour that leads to peace. The example that we are going to look at is Ramadan, which is a time within the Muslim faith when fasting occurs. In this situation fasting involves going without food and drink from sunrise to sunset.</p> <p>Look at what the children normally eat and drink during the day and the routines that are involved. (Draw, write, list etc.)</p> <p>Discuss the self-discipline of fasting during Ramadan. What feelings, emotions and temptations might occur during this time?</p> <p><i>The purpose of fasting is to create an inner peace and enable those fasting to concentrate more fully on God.</i></p> <p><i>While the age at which a child will begin to fast has to be decided by their parents, it is unusual for a child below Year 3 to fast because they will not have the physical or emotional maturity to deal with the fast. Eid Al Fitr marks the end of fasting where celebrations occur.</i></p> <p><i>Exceptions of fasting are ill health, youth, extreme age and pregnancy.</i></p>	<p>www.bbc.co.uk/schools/religions/islam</p> <p><u>Iram Learns about Ramadan</u> Sajda Nazlee</p>

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Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being regardful of suffering		
Week	Date	Questions	Activities	Resources
1		<p>What hurts you?</p> <p><i>Begin to understand suffering in terms of its physical and emotional intensity.</i></p>	<p>Discuss with children some of the incidents that occur in the playground. Break them into two groups - those that cause physical pain, such as falling over and those that cause emotional pain, such as name-calling. Can they think of anything that might be in both groups, such as a friend kicking you?</p> <p>Using the ideas that the children have come up with, look at the emotional barometer and ask the children to put each event on the barometer.</p> <p><i>Barometer measures the intensity of feeling so that once they have chosen their feeling, the children can decide how intense it would be.</i></p> <p>Discuss with the children their responses. Then ask the children to think about what their response to the same problem might be after different a period of time have passed. Encourage the children to consider if their colour/intensity would change over time.</p>	<p>http://nationalstrategies.standard.s.dcsf.gov.uk/primary/publications/banda/seal</p>

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Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being regardful of suffering		
Week	Date	Questions	Activities	Resources
2		<p>How did Jesus make people better?</p> <p><i>Introduce how Jesus relieved suffering.</i></p>	<p><i>Explain that Jesus' ministry lasted for only 3 years. Jesus began his ministry aged 30 and ended when he was crucified at the age of 33. During the three years, Jesus performed many miracles, particularly healing miracles, and helped a number of people both physically and emotionally. The story that we are going to look at includes both physical and emotional healing.</i></p> <p>Tell the children the story of Jairus' daughter - (Mark 5)</p> <p>Jesus stopped to heal a woman on his way to heal Jairus' daughter. He restored the woman physically and socially and raised the daughter from the dead.</p> <p><i>Did you know that Jesus is recorded as a miracle worker in the Qur'an also?</i></p>	<p>Big book "Jesus put things right" ISBN 9781859997253 Publisher RMEP.</p> <p>The Lion First Bible ISBN 0 7459 3849 3 Jesus and the Little Girl pages 350-355</p>

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3		<p>How do Christians (or other RT) try to make things better?</p> <p><i>Begin to understand how people of faith respond to suffering (in our city).</i></p>	<p>Remind children of story from last week. Those who follow Jesus seek to carry on his work and although Christians don't perform miracles, they look to help those in need.</p> <p>Look at the work of Birmingham City Mission (BCM), which is a Christian charity serving people who are needy. Look at the website and/or contact the schools team to see if a visit from the BCM can be arranged.</p> <p>Particular aspects of the work of BCM, which children, will find interesting are hostels for the homeless, resources (food, clothes and furniture for people in difficult situations) and toys for children at Christmas.</p> <p><i>The food that fills the basics bank is collected during the season of Harvest from across the city.</i></p> <p><i>The toys which are given to needy children are collected during November.</i></p> <p><i>You might want to consider getting the children involved in one of these projects.</i></p>	<p>www.birminghamcitymission.co.uk</p>

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Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
1		<p>Do you like to give and receive presents?</p> <p><i>Begin to explore the British tradition of giving Christmas gifts and how it has changed over the last 50 years or so.</i></p>	<p>Ask the children to talk about presents that they have received and presents they have given. Discuss the different occasions when presents are given. It will soon be Christmas, a time when Christians give presents. Invite an older person (60+) to talk about Christmas when they were 5 years old. And/or prepare an old fashioned Christmas stocking: shiny pennies in the toe, nuts, Satsuma, small sweets, tub of bubbles and one small wrapped present.</p> <p>Tell the children that a child was likely to only receive one other present, perhaps a doll or a train set. Ask about presents today. How many? How big? Which presents are the best? (The ones we really want/need)</p> <p>Explain that the whole idea of many and expensive gifts is to do with shopkeepers and businesses not Christians.</p>	

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Week	Date	Questions	Activities	Resources
2		<p>What can we learn from the very first Christmas presents?</p> <p><i>Begin to understand that Jesus' life was planned from before he was born.</i></p>	<p>Bring three wrapped presents (of obvious shape) and ask the children to guess what they are before the presents are opened. Two presents should be suitable for a baby and the other not (e.g. a spanner).</p> <p>Tell the story of the visit of the wise men to the baby Jesus. Matthew 2: 1-12 or The Lion First Bible-Presents for Christmas pages 302-309.</p> <p>Discuss the story and possibly retell it with drama. Talk about the 3 presents: Gold was traditionally the gift for a king; Frankincense was something used by priests to make people's prayers pleasing to God; Myrrh was a perfume rubbed into dead bodies.</p> <p>These were very strange gifts to give a baby but they were perfect gifts for someone chosen to be a king; someone who would bring people close to God; and for someone who was born to die a special death. Jesus would be/do all these things!</p> <p>Draw or make representations of the wise men's gifts.</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p>

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Week	Date	Questions	Activities	Resources
3		<p>Are you rich enough to share?</p> <p><i>To begin to consider why Christians give gifts at Christmas.</i></p>	<p>Ask each child to think of people that they would like to give a Christmas present to.</p> <p>Discuss the sorts of presents that they would give.</p> <p>Would they make or buy them?</p> <p>Where would they get the money?</p> <p>Did anyone suggest giving a present to a stranger?</p> <p>Perhaps someone in need?</p> <p>Christians believe that the very first Christmas gift was Jesus. The Bible says that Jesus is God's gift to the world.</p> <p>Play 'For God so loved the world' (Everyone's Singing, Lord)</p> <p>Christians give gifts at Christmas as a sign of the first and perfect gift. Christians often give gifts at Christmas to people they will never meet, e.g. By giving to the Samaritan's Purse or BCM Toy Appeal, etc.</p>	<p>Everyone's Singing, Lord - Children's Songs for Collective Worship Sue Fearon ISBN 9780713663723</p> <p>Links with 'Faith makes a difference' DVD: Film clip 6: Sharing & Being Generous, Initial, BCM toy distribution - start time on DVD 02:30</p>

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Year: Two	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
1		<p>How are you both different from and also the same as everyone else?</p> <p><i>Begin to see beyond stereotypes and begin to understand common humanity.</i></p>	<p>Play mirror game. Each child stands opposite a partner and looks at how they are the same as and different from each other.</p> <p>Create a set of pictures of different people who might challenge the children's stereotypes. Ask the children: Which one is the doctor? Which one is the stay at home mum? Which is the lawyer? etc.</p> <p>Talk with the children about how they came to their conclusions. Show the children the answers and talk about how they have made mistakes and that we can't assess people by their appearance.</p> <p>Use the same photos and get the children to look at what the people have in common.</p> <p>The Bible says that we are all made in God's image. This doesn't mean that we look like God but we are made in his image. This is the same for everyone (Genesis 1:26-28)</p> <p><i>If you are looking at a contrasting location in Geography get the children to think about what they have learnt about that location and what they have in common with the children who live there.</i></p>	<p>Pictures of different people.</p> <p>Bible reference: Genesis 1:26-28</p>

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Year: Two	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Creating Unity and Harmony			
Week	Date	Questions	Activities	Resources
2		<p>What does the Christian story of the Good Samaritan (or other RT) teach believers about getting on with each other?</p> <p><i>Raise awareness that one of the most important principles of Christianity is to love others, no matter who they are.</i></p>	<p>Tell the story of the Good Samaritan. Luke 10: 25-37 or The Lion First Bible-“Help! Help!” pages 370-377. You might like to show the video clip from The Miracle Maker DVD, where this parable is very effectively shown as a cartoon.</p> <p>Jesus told this story when explaining the commandment to Love God and Love your neighbour as ourselves.</p> <p>Explain that the important point is that Christians are commanded to love everyone, no matter who they are, they might even be 'the enemy'.</p> <p><i>Be aware that this story is so familiar that the children often fail to realise that the Jews and Samaritans were enemies.</i></p> <p>Children could then retell the story in pictures or devise a modern version of the parable.</p>	<p>Bible reference: Luke 10: 25-37</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Miracle Maker DVD</p>

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Year: Two		Term: Spring One	Unit: 3 weeks	Cluster: Community
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
3.1		<p>What do believers (of religious traditions) teach about getting on with each other?</p> <p><i>Explore the strong messages which are learnt during Hajj which are important to get on with each other.</i></p>	<p>Tell children that Muslims have to observe five pillars of Islam. These are the declaration of the faith when a person is ready to live their life as a Muslim; Praying five times a day; Fasting for the full month of Ramadan; giving compulsory charity as fixed by Allah on savings only called Zakah once every year (optional charity could be given at any time, any amount, any for); going to Makkah once in the life time to do Hajj in the month of Dhul Hajj, if financially affordable. Tell children that we will look at Hajj and focus on the aspects which teach people how we should interact with each other so that we could live together in peace:-</p> <p>During Hajj, Muslims wear special clothing called the Ihram. For men this consists of two white sheets one covering the lower part of the body and the second covering the top part of the body wrapped around in such a way that it leaves one shoulder bare. The women can wear any clothing as last as it is very simple.</p> <p><i>Continued on next page.</i></p>	

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Year: Two	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
3.2		<p>What do believers (of religious traditions) teach about getting on with each other?</p> <p>Explore the strong messages which are learnt during Hajj which are important to get on with each other.</p>	<p><i>Continued from previous page.</i></p> <p>The purpose is to show equality and global citizenship. In other words, everyone is equal irrespective of how poor or rich they may be and that whether anyone is white or black and that no race is superior to another race. The world belongs to everyone and everyone has the responsibility of caring for the world and everything within it.</p> <p>The Ihram is worn on approaching the 'Miqat' (the border of Makkah). On arrival in Makkah, Muslims go round the Kaba seven times, this is called Tawaf. They then do a fast walk between two hills called Safa and Marwa, this is called Sa'ee. They then visit and stay at three places called Mina, Arafat, Mudalifah. They then throw pebbles at three fixed places and then shave or trim their hair.</p> <p>Then ask pupils to make a 3-D Kaba.</p>	

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Year: Two	Term: Spring One	Unit: 2 weeks	Cluster: Community	
Disposition:	Participating and willing to lead			
Week	Date	Questions	Activities	Resources
1		<p>What is good about taking part?</p> <p><i>Explore team membership in a practical and fun way.</i></p>	<p>Children play a team game of some description - e.g. tug of war or team challenges, such as getting across a space on a bench. Consider taking this lesson outside or into the hall, otherwise use tabletop team games or a quiz.</p> <p>Talk to the children about this experience, drawing on their feelings. Consider how it felt to win or lose, what they liked about being in their team, and how the teams were chosen.</p> <p>Did someone come forward as the leader? Would it be different if not part of a team?</p>	<p>RE Quest CD. Should be in all schools was sent out from BASS.</p> <p>www.request.org.uk</p>

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Disposition:	Participating and willing to lead			
Week	Date	Questions	Activities	Resources
2		<p>What does Christianity (or other RT) teach about 'working together'?</p> <p><i>Explore the Christian concept that each individual has a particular role within the church and that each is essential.</i></p>	<p>As an introduction, discuss the School Experience: we are all part of a school. Discuss that a school isn't just a building, it is also the people in it. How could it work without certain people? Everyone has a role in the school to make it work. E.g. consider what would happen if the caretaker didn't turn up.</p> <p>Although many people think that a church is a building, the Bible teaches that a church is the group of people who follow Jesus. Churches are people who worship together.</p> <p><i>Prepare by reading: Corinthians 12: 12 -31. The Bible teaches that each Christian has a value and a purpose within the church. This passage particularly emphasises the need for everyone to be content with the role that God has given them.</i></p> <p>One of the ways of teaching the 'body part' analogy is to use a drama. Several suitable dramas have been written. We recommend 'Bodywork' by Peter Chantry. Consider looking at and possibly learning "Many Hearts". Ask the children to create their own version for their school.</p> <p><i>Due to short nature of term, only 5 lessons are planned. If a lesson is available then feel free to develop any of the above ideas. Ideally, here it would be good to visit a church.</i></p>	<p>Many Hearts - School Prayer This is our school Let peace dwell her. Let the room be full of contentment. Let love abound here, Love of one another, Love of mankind, Love of life itself And love of God. Let us remember that As many hands build a house, So many hearts make a school.</p> <p>Bodywork by Peter Chantry. Drama for all the family 0-85476-358-9 Published by Kingsway</p> <p>Links with 'Faith makes a difference' DVD: Film clip 14: Cultivating inclusion, identity & belonging, Initial, J-Team Club tapestry - start time on DVD 01:58</p>

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Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
1		<p>How wonderful is our world?</p> <p><i>Encourage the children to explicitly appreciate the world around them.</i></p>	<p>Listen to the song "What a wonderful World" Louis Armstrong or Eva Cassidy.</p> <p>Using the song as a basis, talk about what is good about the world.</p> <p>Work from the song by either drawing a picture or creating a part of a collage (which is added to by the whole class)</p>	<p>"What a wonderful World" Louis Armstrong or Eva Cassidy's version is really beautiful.</p>

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Week	Date	Questions	Activities	Resources
2		<p>What would it be like if no one cared for our world or us?</p> <p><i>Encourage the children to appreciate the vulnerability of the world around them.</i></p>	<p>Listen to the song "Think of a world with out any flowers" to be found in "Someone's Singing Lord". Reflect on the words.</p> <p>Follow last week's activity but this time using this different song to envisage a world that is not cared for.</p>	<p>Someone's Singing, Lord A&C Black</p>

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Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
3		<p>How does God care for me?</p> <p><i>Explore the options when worrying thoughts about our own vulnerability arise.</i></p>	<p><i>Christians believe that God is in control and caring for them, even in difficult situations and circumstances. The Bible passage recommended is Jesus teaching his followers that they should not worry. Matthew 6: 25-34</i></p> <p>Talk with the children about the kinds of things that worry them. Develop the discussion to thinking about the effect that worrying has on the worry. E.g. If you worry that you will forget your PE kit—does that help you remember it? Or does worrying about something like “do my friends like my new dress” make any difference? Move from examples that the children are familiar with to some of the word pictures in the passage. (E.g. The birds of the air don’t plant, harvest or store food in barns but God feeds them.)</p> <p>The passage teaches us that worrying is ineffective and recommends the alternate, which is to trust that God will take care of us. Consider creating a display where the children paint, or draw images inspired by the passage.</p>	<p>Someone's Singing, Lord A&C Black</p> <p>Bible reference: Matthew 6: 25-34</p>

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Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
1		<p>How big is your love?</p> <p><i>Explore and define the concepts of mercy and forgiveness.</i></p>	<p>Use a mind map to explore things you can do wrong at home, in the community or at school. In small groups discuss the range of punishments you might expect (<i>e.g. sent to Head Teacher or miss break for being cheeky or being sent to prison for stealing a car</i>).</p> <p>Using picture scenarios explore the meanings and differences between mercy and forgiveness. <i>Forgiveness is when the wrong things we do are not counted against us. Mercy is when we don't receive the punishments we deserve.</i></p> <p>Children act or discuss different scenarios that display mercy and forgiveness.</p>	<p>Stories of when someone has done something wrong.</p>

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Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:	Being Merciful and Forgiving			

Week	Date	Questions	Activities	Resources
2		<p>How big is God's love?</p> <p><i>Explore the nature of God's mercy and forgiveness and think about the application to our lives.</i></p>	<p>Watch scene from the Lion King displaying forgiveness and mercy. Children identify the acts of mercy and forgiveness.</p> <p>Read parable of The Prodigal Son Luke 15: 11-32 from The Lion First Bible-Lost and Found pages 386-391. Discuss the father's forgiveness in the story despite the son not deserving it and what that teaches us about God the Father.</p> <p>As a class, or individually, write a "Sorry" letter from son to father and a forgiveness letter from father to son.</p>	<p>The Lion King DVD</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Bible reference: Luke 15: 11-32</p> <p>Letter writing materials</p>

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Year: Two	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:	Being Merciful and Forgiving			

Week	Date	Questions	Activities	Resources
3		<p>How big is God's love?</p> <p><i>Explore the responsibility of those who are forgiven to be forgiving.</i></p>	<p>Quiz to recap previous lesson on "The Prodigal Son".</p> <p>Tell the parable of The Unmerciful Servant (Matthew 18: 21-35). Discuss the difference between the king who forgave the servant and cancelled his debt and the servant who was not merciful and forced another servant to go to prison until he could payback what he owed.</p> <p>Relate the king to God.</p> <p><i>Explain that it will soon be Easter, the time Christians remember Jesus' death on the cross. Christians believe Jesus came and died on the cross to make it possible for everyone who trusts and believes in him to be forgiven. Jesus, who Christians believe to be God in person, took the punishment for everyone's wrong doing, so that we can have mercy from God and live with him forever.</i></p> <p>Discuss forgiveness and mercy as shown in the Easter story. The cost to God/Jesus. The value to those who believe. Consider why the story of The Unmerciful Servant makes it clear that Christians (who are themselves forgiven) should be merciful and forgiving to others.</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Bible reference: Matthew 18: 21-35</p> <p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 8: Being Merciful and Forgiving, Initial, Parable of the unmerciful servant - puppet clip - start time on DVD 01:32</p>

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Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence		
Week	Date	Questions	Activities	Resources
1		<p>What is it like when you are really quiet?</p> <p><i>Encourage the children to listen.</i></p>	<p>What can we hear in the world around us? Silence the class and listen to what they can hear for 1 minute. Then identify sounds from a tape recording.</p> <p>Go outside and lie or sit and listen. Make it 5 minutes this time.</p> <p>Take a clock so they can see the time passing. Ask the children how does the silence make them feel.</p> <p>(If necessary practise inside before going out)</p>	<p>Prepare a recording.</p> <p>School grounds.</p>

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Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence		
Week	Date	Questions	Activities	Resources
2		<p>What is it like to be quiet in a place of worship?</p> <p><i>Children begin to understand the importance of quiet in a place of worship.</i></p>	<p>What do you think about when you are quiet? Do the things that you think about differ depending on the place you are? E.g. in a classroom, outside or place of worship.</p> <p>Discuss why it is different depending on where you are and whether it is important to be quiet.</p> <p>Think of examples when being quiet is important, (e.g. mum talking on phone, receiving instructions from a teacher, someone praying).</p> <p>What does the quiet allow for? (Good communication, respect, thinking time, understanding, time out and inner peace).</p> <p>Discuss why it is important to be quiet in a place of worship.</p> <p>Set up the visit for next week.</p>	

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Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Silent and Attentive to, and Cultivating a Sense for, the Sacred and Transcendence		
Week	Date	Questions	Activities	Resources
3		<p>Visit to a place of worship at a quiet time - what is it like?</p> <p><i>Experience quietness in a place of worship.</i></p>	<p>Visit place of worship.</p> <p><i>(Either a Mosque, Gurdwara or a Synagogue - When planning the visit, please take into account other places of worship visits that occur throughout the syllabus.)</i></p> <p><i>Also please specify to the place of worship contact that the aspect of the building which is being explored this time is the use of quietness in worship.</i></p>	<p>Link for up-to-date contact details: http://www.faithencounter.org.uk/Tours/faith_guides.html</p>

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Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
1		<p>How could you be perfect?</p> <p><i>Establish that perfection is not a static concept.</i></p>	<p>Ask the question, What is perfection? Talk to the children about what they think is 'perfect' behaviour. See if they can come up with the idea that the behaviour will change depending on the circumstances.</p> <p>Look at different situations and think about what you would do in each one. What is their perception of perfect behaviour? E.g. A sports match is great for shouting but would this work at a carol concert, etc.</p> <p>Give children 4 different scenarios and get them to draw or describe a perfectly behaved participant in each one. Give the children support through a word bank.</p> <p>In many Religious Traditions, the concept that only God is perfect is so strong that artists will deliberately include a tiny error in order not to compete with God's perfection (eg. Islamic designs & Traditional Northern American Quilts).</p>	<p>Pictures. Word bank ideas.</p>

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Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
2		<p>How did encountering Jesus change others?</p> <p><i>Consider the Christian belief that a relationship with Jesus initiates changes in behaviour.</i></p>	<p>Recap last week's lesson by creating two character profiles, one of a 'perfect' person and the other of a completely 'imperfect' person.</p> <p>Tell the story of Zaccheus, which the children should be familiar with from Year One, (Luke 19:1-10; The First Lion Bible pg 414-417)</p> <p>Meeting Jesus caused Zaccheus to give half of everything to the poor and pay back those he had cheated 4 times as much.</p> <p>Discuss the things in the children's lives that Jesus might not like if he were their friend. How would they need to change?</p>	<p>Bible reference: Luke 19: 1-10</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

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Year: Two		Term: Summer One	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
3		<p>How do Christians (or other RT) help people to change for the better?</p> <p><i>Apply the moral teaching of a parable to the children's own life experience.</i></p>	<p>Christians teach the life and stories of Jesus in order to prompt changes in behaviour in themselves and others, two excellent parables to illustrate this are:</p> <p><u>Matthew 7: 1-6 The speck and the plank.</u></p> <p>This is the story of the man with the speck in his eye and the other with the plank of wood; the message of this parable is that we mustn't judge others without looking at ourselves.</p> <p>Chose one of these stories, have the children act it out or create a class cartoon strip of the story. Encourage the children to relate the story to their own lives.</p> <p>What changes might they need to make?</p>	<p>Bible references: Matthew 7: 1-6</p> <p>5 pictures http://www.thebricktestament.com/the_teachings_of_jesus/on_hypocrisy/mt07_03.html through to http://www.thebricktestament.com/the_teachings_of_jesus/on_hypocrisy/mt07_05b.html</p>

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Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
1		<p>What do you see in your mind?</p> <p><i>Encourage the children to be imaginative.</i></p>	<p>Play the game of '101 uses for'</p> <p>What could this be? Toilet roll holder, cardboard box, etc.</p> <p>Encourage the children to be imaginative and creative with everyday objects.</p> <p>Moving from this concrete creativity to creating images in the mind, ask the children to close their eyes.</p> <p>What do you see, when I say...</p> <p>Birthday? Home time? Dinner? Sun? Water? Etc. (e.g. pictures, colours, sound, smells).</p> <p><i>If you have time explore what colour they think anger, calm, peace ...etc would be.</i></p>	<p>A selection of everyday objects.</p>

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Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
2/3		<p>How do believers of (RT) imagine God to be?</p> <p><i>To explore different ideas of God.</i></p>	<p><i>Spend two lessons exploring the different ways religious traditions envisage God.</i></p> <p>Hinduism <i>In Hinduism there are many different forms of god, but most Hindus would say there is only one God, Brahman, who may be worshipped in the form of Shiva or Vishnu (or one of his incarnations).</i></p> <p>www.cleo.net.uk (RE KS1) shows a picture of the incarnations of Vishnu - children could draw different parts of their personality - something they do with their grand parents; with a brother or sister; at school - to demonstrate that there are different parts to them. Ganesh could also be looked at in more detail. Tell the story of how Ganesh got his elephant head. Children to look at picture or murti (statue) of Ganesh - look at colours, what can they see?</p> <p><i>Continued on next page.</i></p>	<p>www.cleo.net.uk</p> <p><u>How Ganesh got his elephant head</u> Hanes Johari, Vatsala Sperling and Pieter Weltevrede ISBN 1591430216</p> <p><u>Hindu Stories</u> Anita Ganeri ISBN 9780237532321</p>

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Year: Two	Term: Summer Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Being Imaginative and Explorative		
Week	Date	Questions	Activities	Resources
2/3		<p>How do believers of (RT) imagine God to be?</p> <p><i>To explore different ideas of God.</i></p>	<p><i>Continued from previous page.</i></p> <p>Islam</p> <p><i>There is no visualization of God's physical form but the attributes of God are described by the 99 beautiful names. Focus on three names Al-Ghafoor (forgiving), Al-Sami (Hearer), Ar-Rahman (Merciful).</i></p> <p>Ask children what do these names mean to them? Look at the ul Haq brothers' website and see the different ways the 99 names are used. Children to practice easier calligraphy forms or copy a simple pattern.</p> <p>Christianity</p> <p>Christians are commanded not to make false idols (Read Exodus 20:4). Read Isaiah 6: 1-5. <i>This passage describes the throne room of God.</i> Discuss the words and imagery used. Are we left with a clear 'picture' of God? What is clear, from what we are told? We are left with impressions, reflections ...</p>	<p>www.ulhaqbrothers.com</p> <p>http://www.sufism.org/society/asma/</p> <p>Bible References: Exodus 20:4 Isaiah 6: 1-5</p>

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Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Two	Term: Summer Two	Unit: 3 weeks	Cluster: Creativity	
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1/2		<p>How does 'this' make you feel?</p> <p><i>Encourage the children to respond to beauty in a variety of forms.</i></p>	<p>Expose children to a range of visual stimuli - all 5 senses, use the natural world as much as possible.</p> <p>Play a senses game with a feely bag or a smelling bottle option. What does the smell or feel remind you of?</p> <p>Then go outside the classroom to expose the children to other experiences... This could be done through a farm visit, nature walk, park visit, nature centre trip, animal man visit, bouquet of flowers, walk to local shops, rubbish collection on school grounds.....etc.</p> <p>Write or draw their observances as they go.</p> <p><i>This could be combined with a DT lesson and lead to some cookery.</i></p> <p><i>If possible do this over 2 lessons according to time availability.</i></p>	

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Year: Two		Term: Summer Two	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
3		<p>Why is 'this' (the natural world) special to the believers of Christianity (or other RT)?</p> <p><i>Help the children to understand how, when believers appreciate beauty, it leads to praising God.</i></p>	<p>Many of the Psalms praise God for the beauty of creation. Either read Psalm 8 as a poem or listen to it set to music "O Lord Our Lord" in "Everyone's Singing Lord".</p> <p>Discuss with the children why mountains, stars, animals, birds and fish inspire us to praise God.</p>	<p>Bible reference: Psalm 8</p> <p>"Everyone's Singing, Lord"</p>

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