



- Show pupils a variety of pictures of the outside of churches. Encourage them to talk about what they see. How can they recognize them as churches (eg. they might have a cross or a Church sign-board)? Encourage pupils to ask questions about what they see. (AT1/AT2)
- Allow pupils to share their experiences of visiting churches (or other places of worship, if you have pupils from other religions). Encourage other pupils to ask questions of them eg. Why did they go there? What was it like for them? How did the church make them feel? What did they like best/least about it? Talk about how people should behave respectfully in a place of worship because it is a special place for some people. (AT2)
- Explore with pupils what they already know about the school's local church building eg. from attending special school services there, from the Year 1 simulated baptism in the church etc. Ask them what happens there. What things will we see there? Allow them to share their experiences. Show photographs to jog their memories. (AT1)
- Show the Sarah & Paul video, or something similar, to help pupils understand how an Anglican church building is used. (This video shows Sarah and Paul going to church with their family on a Sunday morning. It then strips all the people away and focuses on each feature of the church building.) (AT1)

Prepare questions to ask about the Church when they visit (AT1) with a particular focus on:

font for baptism,  
 pulpit for teaching from,  
 lectern for the Bible to be read from,  
 altar – a table for a special service when Christians share bread and wine.

<b>Year 2      Unit 1:      THE CHURCH      Week 2</b> <b>Title: Visiting a church</b>	
<b>Learning Intentions:</b> <b>ATI:</b> To know how a church is used for worship.	
<b>Assessment:</b> ATI L1: I can recognize and name key features in a church. ATI L2: I can also say what these key features are used for.	
<b>Key Words:</b> altar (watch sp.!) baptism Bible christening font lectern pulpit	<b>Resources:</b> The local parish church. A doll dressed in a baptismal gown. A short simple Bible passage (such as John 3:16) printed clearly on a card.

### Activities:

- Remind pupils of their work on the main features inside a church. They recorded work on the: font, pulpit, lectern and altar. Explain that these four things in a church will help us to understand better what a church building is for.
- Take pupils on a visit to the local parish church, specifically to concentrate on these four features and what this tells us about Church of England worship. A church minister may like to explain this to the pupils:-
  - i) At the font, use the doll to remind pupils about infant baptism – which is a special service, only done once in a person’s life. Ask if any pupils have been to a baptism/christening in church. Ask if they know if they have been baptised/christened.
  - ii) At the lectern, have a Bible passage ready for someone to read out from a card, resting it on the large Bible on the stand. You might like to finish with the responses: ‘This is the Word of the Lord’, to which pupils reply

'Thanks be to God.' Explain that the Bible is read out in all church services.

- iii) At the pulpit, a pupil could be chosen to climb up to the top and say what it feels like to look down over everyone. Explain that this is so that the Vicar/Rector can be seen and heard by everyone when he gives his talk that explains the Bible reading (like the talk in Worship Time/Collective Worship at school).
- iv) At the altar, explain that this is like a table where Christians share a special meal together to remember Jesus. To help pupils understand this, you could encourage them to talk about meals that they share together around a meal table, including school lunches.
- Sum up what we have learnt about the church: that it is a place where Christians come together to learn about God (from the Bible and the Vicar/Rector's talk); to remember Jesus in a special service at the altar; and to pray for people at special times in their lives (eg. baptism). What else happens in Christian worship? Relate this to school Worship Time/ Collective Worship eg. sing religious songs, pray to God to thank him and ask for his help in our lives etc.

**Year 2 Unit 1: PRAYER AND WORSHIP Week 3**  
**Title: What is worship? Singing praises!**

**Learning Intentions:**

AT1: To know some of the things that Christians do in worship to express their feelings.

AT2: To think about some of my feelings associated with worship.

**Assessment:**

AT1 L2: I can talk about how Christians feel when they worship God.

AT2 L2: I can explore sensitively with others feelings of joyfulness or thankfulness.

**Key Words:**

worship = the word derives from 'worth-ship'- to give something or someone worth. A response is devotion, honour and respect.

Psalms = prayers / songs / poems expressing praise and thanksgiving, petition and lament. The Psalms display the full range of human emotion. Many are accredited to King David.

**Resources:**

**Key passage:** Psalm 100

Key resource: *Exploring Worship RE Today* (Spring 2009 pp. 2-5) *The first 3 lessons draw heavily on ideas from this – see resource for further teaching ideas and notes.*

[www.YouTube.co.uk](http://www.YouTube.co.uk) has some examples of Gospel choirs singing.

**NB:** There are many forms or expressions of worship, and this unit seeks to identify key Christian expressions of worship. You may like to invite your Vicar or someone from your local church community (perhaps a Foundation Governor) for Week 5 to talk to pupils about how and why they worship. We also suggest that you re-visit your local church for Week 5 to see specifically how the church is used for worship.

**Activities**

- Explore with pupils how your school community uses the word 'worship' and encourage pupils to share what they understand worship to be /mean. Jot pupils' responses down in a spider diagram. (AT1)
- Play a lively 'praise' song, such as 'O Happy Day' sung by a Gospel choir. Encourage pupils to move / clap in time to the music – notice how a Gospel

choir doesn't stand still when it sings. Why is this? How does the music make them feel? (AT2)

- Read a psalm, such as Psalm 100. This psalm was written as a hymn of praise and thanksgiving to God and may well have originally been set to music. Many churches today sing the Psalms, others say them rather like poems or prayers. How does the person who wrote this psalm feel? How do they feel about God? What are they saying about God? (AT1)
- Pair and share: encourage pupils to share together times in Collective Worship when they have felt really thankful. How did they show this is how they felt? What did they do? Display pupils' ideas. (AT2)
- In groups, pupils can have a go at writing their own praise songs. Make the focus, 'being thankful for happy times.' It may be that every other line has a repeated phrase, such as 'Thank you, Lord!' or 'Praise God forever!' (see Psalm 118 as an example) (AT1)

**Year 2 Unit 1: PRAYER AND WORSHIP Week 4**  
**Title: What is worship? Praying**

**Learning Intentions:**

AT1: To know why Christians pray and to think about some feelings associated with prayer.

AT2: To ask questions about prayer.

**Assessment:**

AT1 L2: I can recite a Christian prayer.

AT1 L3: I can describe how Christians pray.

AT2 L2: I can ask some questions about prayer.

AT2 L3: I can ask thoughtful questions about how and why people pray.

**Key Words:**

prayer = a worship activity practised by all faiths in order to talk to and listen to God.

**Resources:**

**Key passage:** Matthew 6: 9-13

Key resources: *Exploring Worship* RE Today (Spring 2009 pp. 2-5)

**Teaching Christianity at KSI** Seaman & Owen (Church House Publishing 1999 pp. 72-75)

A selection of Children's prayers, such as *The Lion Book of First Prayers* (ISBN: 0 7459 4055 2)

The famous prayer 'God be in my head' – Sacrum Primer (see Resource Sheets 1 & 2)

**NB:** If there are any difficult questions about prayer, refer them to your Vicar.

**Activities:**

- Pair and share: pupils can discuss who they like to talk to and share things with. Who is their favourite person to spend time with? How do they feel when they are with that person? Pairs can feed back to the group. (AT2)
- Explain that people believe they are talking to and listening to God when they pray. It is like sharing with a best friend. What questions would pupils like to ask

a Christian about prayer? (AT2) Make a list and see how many of these questions can be answered during the rest of the lesson.

- Remind pupils of any prayers they know by heart (eg. The Lord's Prayer, grace before lunch, school/class prayer). These may answer some of the questions the pupils may have asked about why and when people pray.
- Read a selection of simple children's prayers. Copy them onto cards so pupils can choose their favourite and talk about it. In pairs, ask pupils to talk about how the person feels in their prayer. Ask them to make a mime or body action to show others the way the person feels. Other pupils can guess what the prayer is telling God about. Make a list of the feelings in the prayers. (AT1)
- Discuss any of the pupils' questions about prayer that have not yet been answered. Explain that religious questions, such as those about why people pray, do not always have easy answers and that people may have different views about them. (AT1/2)

**Year 2 Unit 1: PRAYER AND WORSHIP Week 5**  
**Title: What is worship? Reading God's Word**

**Learning Intentions:**

AT1: To know why Christians call the Bible 'God's Word'.

AT2: To think about things that are solid and firm in our lives.

**Assessment:**

AT1 L2: I can talk about how Christians use the Bible in worship.

AT1 L3: I can make links between what Christians believe about the Bible and how they use it in worship.

AT2 L2: I can talk about what is important, like a solid rock, in my life.

AT2 L3: I can say why I have chosen to build my life on that.

**Key Words:**

worship = the word derives from 'worth-ship'- to give something or someone worth. A response is devotion, honour and respect.

**Resources:**

**Key passage:** Matthew 7:24-27; Luke 6:46-49

Key resource: *Exploring Worship* RE Today (Spring 2009)

The Lion Storyteller Bible : *The Two Houses*

**NB:** For next week's lesson, pupils need to bring something to school that reminds them of a special person, perhaps who has died (but not exclusively).

**Activities:**

- Recap the meaning of the word 'worship' and what we mean when we say that Christians worship God. Talk about the thoughts and feelings of worshippers. (AT1)
- Christians read God's word, the Bible, when they worship together because it teaches them about God and what he is like. What do Christians believe about the Bible? Why do they read it? Encourage pupils to make links between these answers and the reason why the Bible is referred to as 'God's Word'. (AT1)

- Some Christians say, 'This is the Word of the Lord,' followed by, 'Thanks be to God' when they read the Bible together. Share this with children (perhaps you do this in Collective Worship) and talk about what Christians mean and why they say this. (AT1)
- Read *The Two Builders* story from the Lion Storyteller Bible or from Luke or Matthew in the GNB. Jesus says in this story that those who act upon his words are like the man who built his house on the rock – a strong and sure foundation. (AT1)
- Christians build their lives upon God's Word, the Bible. What is like a solid rock in the lives of pupils? What firm foundations do they build their lives upon? Pupils may talk about their parents / carers or their homes; pupils with faiths of their own may talk about their belief in God or their faith community as being that firm foundation; some pupils may talk about the school community and the rules that you live by; some may talk about structures in the local community that keep them safe, such as the police etc. Pupils may like to draw a rock with them standing on it and write or draw on the rock what is like a firm and solid foundation for them. More able pupils should be encouraged to discuss or write underneath why they made their choices. (AT2)

**Year 2 Unit 1: PRAYER AND WORSHIP**  
**Title: Sharing a special meal**

**Week 6**

**Learning Intentions:**

AT1: To know what Christians remember when they celebrate Communion together.

AT2: To think about what I do to remember people special to me.

**Assessment:**

AT1 L2: I can talk about the Communion service and what Christians remember.

AT1 L3: I can make links between what Jesus said at the Last Supper and how Christians celebrate Communion.

AT2 L2: I can listen sensitively when someone talks about remembering a person who is special to them.

AT2 L3: I can ask important questions about Holy Communion.

**Key Words:**

Communion (Holy Communion)  
= coming together to celebrate  
and remember Jesus' death and  
resurrection.

Eucharist (another name for  
Holy Communion) = Greek for  
'thanks-giving'

worship = the word derives from  
'worth-ship'- to give something  
or someone worth. A response is  
devotion, honour and respect.

**Resources:**

**Key passage:** Mark 14:22-26

Key resource: *Exploring Worship* RE Today (Spring  
2009)

<http://www.request.org.uk/infants/communion/communion01.htm>

Click on 'Communion' and 'Tell me about Communion'.  
Useful small group assessment sheet 'Talk about  
Communion' which could be used by TA with BAP. Also  
see:

<http://www.educhurch.org.uk/pupils/combs/communion.html>

Pupils' own special items

## Activities:

- Encourage pupils to talk about their special item that reminds them of a special person they love, perhaps who has died. Ask pupils to think about why it is important to remember people who have died and how some families do this. (AT2)
- Introduce this week's lesson by explaining that Christians take (Holy) Communion as part of their worship. Explain that this is something Christians don't do on their own, like reading the Bible or praying. Communion is celebrated when groups of Christian believers are together. Taking Communion together encourages Christians in their faith. Ask pupils who have experienced this celebration in their own churches to share their experiences. (AT1)
- Use the *RE:Quest* pages about Communion to talk about what special person and events Christians remember when they celebrate Communion. Also discuss other names pupils may know this celebration by (Eucharist; Breaking of Bread; The Lord's Supper). (AT1)
- Watch the video clip of the family 'going up for Communion' at St. Mary's on the *Educhurch* website. Give pairs of children whiteboards and pens to write down at least one 'big' question they want to ask ('big' questions often start with 'Why'). Pupils can share their questions.
- Watch the video again, pausing at various points and discussing what individuals taking part may be thinking or feeling. (AT1)

**NB:** As part of learning about this, you could re-visit your local church or invite the Vicar to ask him/her to answer some of the pupils' questions about Holy Communion.