

<b>Year 4 Unit 5: CHURCH WORSHIP Week 1</b> <b>Title: Church visit</b>	
<b>Learning Intentions:</b> <b>AT1:</b> To identify how church buildings are used for worship. <b>AT2:</b> To reflect on how the church building makes me feel in relation to worship.	
<b>Assessment:</b> AT1 L3: I can describe some key features of religious worship. AT1 L4: I can say why Christians may want to worship in a church.  AT2 L2: I can respond sensitively to questions about my experiences of worship. AT2 L3: I can identify how the church building can help me and/or others to worship. AT2 L4: I can describe what inspires me when worshipping in a church.	
<b>Key Words:</b> altar church hassock/kneeler hymn lectern pulpit sermon	<b>Resources:</b> The local parish church  Clip-boards Activity Sheet (provided)  Digital cameras

**NB:** During the course of this unit pupils will create a display about Church Worship. Week 5 is devoted to finishing this display (and allows some catch-up time from other lessons) and has the same assessment statements as above.

**Sensitivity:** Not all pupils will find a church building inspiring, but they should be familiar enough with their school's church not to feel frightened or bewildered.

**Activities:**

- Visit your local church. When you arrive, enter in silence and allow pupils to find somewhere to sit on their own. They should sit quietly, with their hands in their laps, and their eyes closed or open. Maintain this for between 1 and 5 minutes (depending on how used they are to quiet reflection). Then ask pupils to jot down any thoughts or feelings they had. (AT2) *Contd.*

- Gather pupils together and explain that the word 'church' was first used to describe groups of Christians. Only later did it come to describe the buildings where they gathered (the early Christians met in their homes and only later built churches). Ask pupils why they think Christians eventually built churches to worship in. How can church buildings help people to worship? Draw on their own thoughts and feelings that they have jotted down – and also on their experience of using the church building for special school services. (AT1/2)
- Ask pupils what Christian worship can consist of (eg. singing religious songs; saying prayers; reading the Bible; making an offering of money; special rituals like lighting candles, burning incense, making the sign of the cross, sharing bread and wine at the altar ...). Explain that the usual Sunday service in an Anglican Church would follow a pattern and include prayers, hymns, Bible readings and a sermon. If it was a Holy Communion service, it would also include the sharing of bread and wine at the altar. (AT1)
- Give out the Activity Sheet on Christian worship and set pupils the task of finding as many things in the church as possible to relate to the different things in Christian worship eg. they might see hymn books or a hymn board for singing religious songs. They can sketch some of these objects or take digital photographs of them for use back in school. (AT1)

## Activity Sheet: Worship in a Church

<b>WORSHIP</b>	<b>OBJECTS</b>	<b>SKETCHES</b>
<b>Praying</b>	eg. kneeler	
<b>Singing</b>		
<b>Bible readings</b>		
<b>Christian teaching</b>		
<b>Other</b> Eg. lighting candles		

**Year 4 Unit 5: CHURCH WORSHIP**

**Week 2**

**Title: Prayer and song**

**Learning Intentions:**

**AT1:** To consider why people go to church to pray.

**AT2:** To consider where I like to pray or reflect.

**Assessment:**

**AT1 L3:** Using religious vocabulary, I can describe how Christians pray in church.

**AT1 L4:** Using a developing religious vocabulary, I can say why Christians may want to pray in a church.

**AT2 L2:** I can respond sensitively when we talk about prayer.

**AT2 L3:** I can identify what helps me and/or others to pray.

**AT2 L4:** I can describe what helps me and/or others to pray and explain why.

**Key Words:**

hassocks (kneelers)  
prayer  
prayer- books

**Resources:**

Activity sheets from Week 1 and digital photos from the church visit.

Some songs from your Collective Worship.

[www.request.org.uk/main/dowhat/prayer/prayer01.htm](http://www.request.org.uk/main/dowhat/prayer/prayer01.htm)

*Lots of helpful information on prayer. You may also like to use the animated meditation on the Lord's Prayer.*

Borrow some hassocks (kneelers) from your local church.

**Activities:**

- Look together at pupils' Activity Sheets and digital photos on their church visit. Find out what they have recorded on 'Prayer' eg. kneelers, prayer-books and on 'Singing' eg. choir pews, hymn books, hymn board, organ etc.
- Remind pupils that prayer is a part of every service in church – for which they use the prayer-books; and that people also go into church on their own to pray. Use the RE:Quest site to make sure pupils know what prayer is (talking and listening to God) and the positions people pray in. (AT1)

*Contd.*

- Ask pupils where they like to pray and why. Discuss school collective worship and what they find helpful for prayer and how they could improve it. Some pupils have described the songs in Collective Worship as 'singing our prayers'. What do your pupils think of this? What types of prayers are they singing in their songs (praise etc.)? Choose some popular songs from your school worship and consider some of the words. (AT2)
- Ask: If people can pray to God anywhere, why do people go to church to pray? Refer back to the church visit to help pupils think about the atmosphere in a church and the quiet. Also talk about how it might help people to pray by coming to church with other people for a service where there are set prayers (like the Lord's Prayer) and where someone leads other prayers for them. They can also join in the hymns with other people to music accompaniment. (AT1)
- Show pupils a 'hassock' (kneeler). Explain that people use all sorts of positions for prayer (eg. sitting cross-legged in collective worship, with heads bowed, eyes close and hands together), but that people often kneel for prayer in the Church of England. Let pupils try out the hassocks and to discuss together what it felt like. Discuss why people kneel for prayer (making themselves small/humble before God). (AT1)
- Begin to create a display of pupils' work on 'Church Worship'. Concentrate on why people pray and sing in church. (Some pupils might like to draw each other kneeling and say how they think this helps people to pray.) (AT1/2)

**Year 4 Unit 5: CHURCH WORSHIP Week 3**  
**Title: The Lord's Prayer**

**Learning Intentions:**

**ATI:** To consider different types of prayer within the Lord's Prayer.

**Assessment:**

ATI L2: I can recite the Lord's Prayer.

ATI L3: I can describe different types of prayer and make links with the Lord's Prayer.

ATI L4: I can say why the Lord's Prayer is so important to Christians.

**Key Words:**

praise  
prayer  
thanksgiving  
The Lord's Prayer

**Resources:**

**Key passage:** Luke 11: 1-4 (for a fuller version, see Matthew 6: 5-15)

Your school's version of the Lord's Prayer.

Activity sheet on types of prayer.

[www.request.org.uk/main/dowhat/prayer/prayer05.htm](http://www.request.org.uk/main/dowhat/prayer/prayer05.htm)

*Helpful activity on the meaning of the Lord's Prayer*

If you have a copy of Jan Thompson's 'The Christian Faith & its Symbols' in school, look up chapter 3.

'Worship Father' – an interactive class prayer resource on The Lord's Prayer £10 from Southwark Diocese, email [anne.white@southwark.anglican.org](mailto:anne.white@southwark.anglican.org)

**Activities:**

- Introduction: Remind pupils that prayer is an important part of church services and that many prayers are 'set prayers' ie people say the same words over and over again. The Lord's Prayer is one example of this that the pupils should know, and they may know a school prayer. Discuss what other words we learn by heart and use again and again eg. the Cub Scout promise that's repeated at the end of every session. Is there more meaning in the words the more we say them, or can repetition become meaningless?

- Repeat together the Lord's Prayer, saying it slowly, thinking about the words. Put up the words for pupils to see. Then read together Luke 11:1-4 so that pupils understand why it is called 'The Lord's Prayer' and therefore why it is particularly important for Christians – because Jesus taught them this prayer. Use the RE:Quest resources to go through each line of the prayer, explaining what it means. (AT1)
- Use the Activity Sheet provided to help pupils identify different types of prayer. When they have done it, they can draw round their hands in their books and write on their five fingers these five types of prayer (AT1):
  - Praise
  - Thanksgiving
  - Saying sorry
  - Asking for self
  - Asking for others
- Now go through the Lord's Prayer, identifying the types of prayer that it includes. Able pupils can choose a colour for each of the 5 types of prayer above and colour in each part of the Lord's Prayer in the appropriate colours. Devise some means of helping other pupils, or let pupils work in mixed ability groups. (AT1)
- If you want to extend this RE into worship, the Southwark Diocesan pack provides interactive prayer on each section of the Lord's Prayer for a class of 30 pupils. (AT1/2)

## ACTIVITY SHEET: TYPES OF PRAYER

Draw a line from each prayer to the type of prayer that you think it is.

Dear Lord, please help all the people who have been made homeless in the earthquake in Italy. Amen	<b>praise</b>
Father God, please forgive me for being rude to my Mum. Amen	<b>thanksgiving</b>
Dear God, thank you for the beautiful world you have given us. Amen	<b>saying sorry</b>
God you are wonderful! How great you are! Amen	<b>asking for self</b>
Heavenly Father, please help me to do my best in the school play. Help me to remember my words and not to be frightened. Amen	<b>asking for others</b>

**Year 4 Unit 5A: CHURCH WORSHIP**  
**Title: Holy Communion**

**Week 4**

**Learning Intentions:**

**AT1:** To know why Holy Communion is an important service in the Church of England.

**AT2:** To consider ways that we remember special people.

**Assessment:**

AT1 L3: I can make links between the Last Supper and Holy Communion.

AT1 L4: I can say why Holy Communion is important to Christians.

AT2 L2: I can respond sensitively when sharing views about friends and family.

AT2 L3: I can make links between Holy Communion and how I remember people that are important to me.

**Key Words:**

altar (note spelling!)  
bread and wine  
chalice (cup)  
Holy Communion  
paten (plate)

**Resources:**

Good News Bibles

**Key passage:** Mark 14: 22-25

[www.request.org.uk/main/dowhat/communion/communion01.htm](http://www.request.org.uk/main/dowhat/communion/communion01.htm)

*Video on Holy Communion*

Clergy input

Artefacts: chalice (cup) and paten (plate)

RE:Quest Activity Sheet on Holy Communion

**NB:** Try to involve your school's parish priest, to explain the importance and meaning of the sacrament of bread and wine. If it is easy to use the church building, this lesson would be best done at the altar.

**Activities:**

- Look together at pupils' Activity Sheets from Week 1 and digital photos on their church visit. Find out if they have recorded anything about the altar. Write up the word and point out how it is spelt (not the same as 'to alter'). (AT1)
- Explain that the altar is like a table, with a cloth on it ready for a meal ie of bread and wine. Explain that Holy Communion takes place at the altar. Ask pupils what

they remember about this (from Unit 4.2). Explain that this is a special form of worship to help Christians feel close to Jesus and close to each other. (AT1)

- Using video and/or other resources (eg. your parish priest), explain how Jesus ate a last meal with his disciples before his death. It is therefore called the Last Supper. At this meal he gave them bread and wine to stand for his body and his blood and said that his followers were to continue to share this special meal together to remember Jesus. Read the passage from Mark's Gospel. (AT1)
- Add to your class display something about the altar and Holy Communion. (AT1)
- Christians feel close to Jesus and to each other through Holy Communion. How do we feel close to our family and friends? How do we remember and stay in touch with family and friends who do not live nearby? Do we have anything to remind us of them, as Christians have the bread and wine to remind them of Jesus? Pupils could record their ideas around a picture of bread and wine and the words 'Holy Communion reminds Christians of Jesus.' (AT2)

Holy Communion reminds Christians of Jesus



<b>Year 4 Unit 5A: CHURCH WORSHIP Week 5</b> <b>Title: Conclusion</b>	
<b>Learning Intentions:</b> <b>AT1:</b> To identify how church buildings are used for worship. <b>AT2:</b> To reflect on how the church building makes me feel in relation to worship.	
<b>Assessment:</b> AT1 L3: I can describe some key features of religious worship. AT1 L4: I can say why Christians may want to worship in a church.  AT2 L2: I can respond sensitively to questions about my experiences of worship. AT2 L3: I can identify how the church building can help me and/or others to worship. AT2 L4: I can describe what inspires me and/or others when worshipping in a church.	
<b>Key Words</b> altar (note spelling) church hassock/kneeler hymn lectern pulpit sermon	<b>Resources:</b> Activity Sheets and digital photos from Week 1.  Post-Its in shape of speech bubbles.

### Activities:

- Look again at pupils' Activity Sheets and digital photos from Week 1. Cover any aspects of worship in a church that have not already been dealt with eg. Bible readings, preaching a sermon etc. Help pupils to complete their class display about worship in church, recording the features of the church building and explaining how they relate to different aspects of worship. (AT1)
- Draw all this together by summing up how church buildings can help people to worship. (AT1) Now think again about pupils' own feelings when they worship in church. What do they like about it and find helpful? What do they not like about it? Are there any particular services in the church that they like, and why? (eg. Easter, Christingle). Add some Post-Its to the class display, with pupils' own comments about the different aspects of worship recorded. (AT2)

**Year 4            Unit 5:    PENTECOST**  
**Title: The Early Church in Acts 2**

**Week 6**

**Learning Intentions:**

**AT1:** To know and understand how the lives of the first Christians were changed.

**AT2:** To think about something that has happened to me that has caused me to change.

**Assessment:**

AT1 L2: I can identify how the first Christians lived together in fellowship.

AT1 L3: I can describe how this change was inspired by the coming of the Holy Spirit.

AT2 L2: I can talk about a time when I have changed because of something that happened.

AT2 L3: I can discuss with others the impact of change on our lives.

**Key Words:**

**fellowship** = friendly relationship; companionship; community of interest, feeling, etc

**Holy Spirit** = the third person of the Trinity. *Please ensure the Holy Spirit is referred to as 'he' not 'it'.*

**Pentecost**

**Shavuot** = the Jewish festival of Weeks

**Trinity** = the three persons of God: the Father, the Son and the Holy Spirit.

**Resources:**

**Key passage:** Acts chapter 2, especially verses 42-47.

Good News Bibles

<http://www.refuel.org.uk/curric/festivals/pentecost/introduction.html>

*Introduction to Pentecost and what happened; examples of real lives that have undergone change in some way*

**Activities:**

- Revise the story of Pentecost by reading Acts chapter 2. Focus particularly on verses 42 to 47. Discuss the word 'fellowship' and what that meant to the early disciples. Ask: How did the coming of the Holy Spirit change their lives? List the things that changed for the group, and what they did as a result. (AT1)

*Contd.*

- Pupils can dramatise the events and effects of the coming of the Holy Spirit. Write a letter from one of the disciples (see the list in Acts 1:13) to their friend Theophilus (to whom Luke wrote the book of Acts). The letter must detail the changes that have occurred to the group of disciples since the coming of the Holy Spirit, but pupils can use their imaginations to guess the thoughts, actions and feelings of those in this early Christian fellowship. (AT1)
- When have pupils had an experience of change, and what precipitated it? Pupils can reflect on their lives so far, and describe a time or times when events (positive or negative) have meant that they have changed in their attitude to or aptitude for something. (AT2)