

Year 5 Unit 5 : THE WORLDWIDE CHURCH Weeks 1- 2
Title: Christian Aid

Learning Intentions:

AT1: To understand that there is a worldwide Church and the role of Christian Aid.

AT2: To reflect on our attitude to helping people in other countries.

Assessment:

AT1 L3: I can describe the work of Christian Aid.

AT1 L4: I can say why Christians want to help people in need throughout the world.

AT2 L3: I can say what my own attitude is to giving to charities abroad and why – and compare it with those of others.

AT2 L4: I can describe some aspects of Christian Aid that I find inspiring and say why.

Key Words:

Christian Aid
Christian Aid Week
Church of England
Worldwide Church

Resources:

Good News Bibles

Copies of the Church Times – a Christian newspaper (see <http://www.churchtimes.co.uk>)

Diocesan *Link* newspapers

Use the RE:Quest weblink for Christian Aid under ‘Action’

<http://www.globalgang.org/>

Christian Aid for children

[http://learn.christianaid.org.uk/TeachersResources/primary/In
dex.aspx](http://learn.christianaid.org.uk/TeachersResources/primary/Index.aspx)

teaching resources

Sensitivity: Do not give the impression that it is only Christians who give to charity, but help pupils to realise the Christian motivation for Christians to do this.

Activities:

- Introduction: Ask pupils where the Church/ Christianity started. (Jerusalem is in the Middle East.) Remind them that St. Paul took Christianity to the European Mediterranean countries (can they name some of these, perhaps from holidays abroad eg. Greece, Italy?) and it spread from there around the world. So it didn't

start in England! There are many different Christian denominations (eg. half the Christians in the world belong to the Roman Catholic Church) and the Church of England is just one of these. (AT1)

- Explain that, as Christianity spread and new churches were established, Christians in one church would raise money to help poorer Christians in another church. See St Paul's appeal to the Church in Corinth in Greece, to raise money for the Church in Jerusalem (1 Corinthians 16: 1-4) and Paul congratulates the Christians at Philippi in Greece for supporting his ministry (Philippians 4: 14- 16). So today there is a worldwide Church and Christians have a sense of belonging to one, big worldwide Christian family. That is why Christians continue to help churches throughout the world. Pupils could look in the *Church Times* or *Diocesan Link* newspaper for any articles or appeals that show this world-wide concern. (AT1)
- Christian Aid is a Christian charity that works throughout the world. It works through churches all over the world, to help the poor. Set pupils research work to find out about Christian Aid. Working in pairs or small groups, they should design a leaflet about the work of Christian Aid (they could use ICT for this). It must include a section that explains why it is called 'Christian Aid' ie why Christians should want to help people in need throughout the world and about Christian Aid Week in May. (AT1)
- Come together to discuss what you have found out. Reinforce the reasons why Christians should want to help people in need wherever they are. You could also use Jesus' teaching in the Parable of the Sheep and the Goats, where Jesus said that when we help people in need, we are helping him (Matthew 25: 31-46). (AT1) Ask pupils what they think of Christian Aid's work. Discuss examples of Christian Aid's work that they found particularly impressive. (AT2)
- Discuss with people the saying: 'Charity begins at home.' What does this mean? Why is it easier to help people close at hand rather than people on the other side of the world? Should we only help our own friends and families, and people in our own country? You could refer to charities that the school supports to help people in different countries eg. many schools sponsor a child in Africa. (AT2) You could remind pupils of Jesus' Parable of the Good Samaritan that teaches us that we should love our neighbours, which means helping the people who need us, whoever they are – not just those who live nearby (Luke 10: 25 - 37). Remind them that Christians have always helped each other throughout the world – and that, in the name of Christ, they have always helped people in need who are not themselves Christians. (AT1)

Year 5 Unit 5: THE WORLDWIDE CHURCH Weeks 3-4
Title: Missionaries

Learning Intentions:

AT1: To understand what a missionary is.

AT2: To consider what aspects of their work I would like to do.

Assessment:

AT1 L3: I can describe what a Christian missionary is.

AT1 L4: I can say why Christians may want to become missionaries.

AT2 L3: I can identify some aspects of a missionary's life that inspire me and/or others.

AT2 L4: I can describe some aspects of a missionary's life that inspire me and/or others.

Key Words:

missionary= someone who is 'sent out' to spread the faith

Resources:

Good News Bible

Websites on David Livingstone and missionary societies such as

<http://www.livingstoneonline.ucl.ac.uk/biog/dl/bio.html>

Seek your church's help in getting a missionary speaker or someone to speak about missionaries eg. there may be someone whose parents were missionaries, or some people in the church may be especially involved in supporting their missionaries. Failing that, find resources from Christian missionary societies like CMS and USPG, for pupils to do their own research.

Activities:

- Ask pupils if they have heard the word 'missionary' and what it means to them. Can they name any famous missionaries? If they are church members, do they know if their church supports missionaries? Explain that a missionary is someone who is 'sent out' to spread the faith. Look up Mark 6: 6b-13 where Jesus sent out his Twelve Disciples to spread his work. Remind them that St. Paul was the

Church's greatest missionary. He became a Christian soon after Jesus' death and spread Christianity throughout the Roman world. (AT1)

- Using web resources or your own PowerPoint presentation, tell people the story of David Livingstone, who took Christianity to unknown parts of Africa in the 19th Century. This gives a traditional picture of a Christian missionary. (AT1)
- Pupils should consider if there are any parts of a missionary's life that appeals to them and inspires them in some way - and why. They should share their ideas. Set extended written work on this for highest attaining pupils. (AT2)
- If possible, arrange for a Christian missionary to come and talk. Tell pupils who is coming and help them to prepare some questions to send to the speaker in advance (as it can be quite daunting coming into school to answer pupils' questions). Make sure some of the questions are about how mission work has changed since the time of David Livingstone. Encourage the missionary to bring in photos and artefacts to support their talk. (AT1)
- Ask pupils to prepare an advert for a Christian missionary. It should show their understanding of what a missionary's work entails. (AT1) Discuss again if there are any aspects of a missionary's work that they would like to do and why. (AT2)
- Send copies of some of these adverts and a Thank You letter from the class to the speaker.

Year 5 Unit 5: THE WORLDWIDE CHURCH Week 5
Title: Famous Christians worldwide

Learning Intentions:

AT1: To find out about famous modern Christians worldwide.

AT2: To consider what is inspiring about their lives.

Assessment:

AT1 L3: Using an example of a famous Christian, I can begin to identify the impact of Christianity on their life.

AT1 L4: Using an example of a famous Christian, I can describe the impact of Christianity on their life.

AT2 L3: I can identify some aspects of their life that inspire me and/or others.

AT2 L4: I can describe what I and/or others find inspiring about their life.

Key Words:

Resources:

Suitable web resources on famous modern Christians worldwide eg. Martin Luther King; Oscar Romero; Mother Teresa; Desmond Tutu; Rowan Williams, Archbishop of Canterbury

Such as:

<http://www2.lhric.org/pocantico/taverna/98/1.htm>

RMEP Faith in Action series of books on famous modern Christians worldwide.

<http://www.christiansinsport.org.uk/>

Useful resources

Activities:

- Organise the class into about 6 groups – each to research a different famous modern Christian worldwide. (AT1)
- Share what you have found out and discuss what pupils find particularly inspiring about their lives. (AT1/2)

Contd.

- Ask pupils if they would like to be famous and if so, what they would like to be famous for. Help them to relate their ideas with what they have been studying in this unit. (AT2)

Year 5 Unit 5: PENTECOST
Title: The persecuted Church in Acts 5-7

Week 6

Learning Intentions:

AT1: To know what it means to be persecuted for your beliefs.

AT2: To think about when I have had to stand up for myself and what I believe.

Assessment:

AT1 L3: I can describe what it means to be persecuted for your faith and why Christians are persecuted.

AT1 L4: I can say why Christians are prepared to stand up for their faith and face persecution.

AT2 L3: I can say what I would be prepared to stand up for and why.

AT2 L4: I can describe a time when I have had to stand up for what I believe to be right and how this has affected me.

Key Words:

persecute = to pursue with harassing or oppressive treatment, esp. because of religion, race, or beliefs; harass persistently; to annoy or trouble persistently

Resources:

Key passage: Acts 5:12-33

Trouble for the Apostles

Key passages: Acts 6:8-15 and 7:51-60

Stephen is arrested and killed

Good News Bibles

<http://bibleforchildren.org/PDFs/english/The%20Birth%20of%20the%20Church%20English.pdf>

the Birth of the Church

<http://www.opendoorsuk.org/resources/orissa/index.asp>

Watch the video about the troubles in Orissa, India. Follow the links to see the testimonies from Christians in Orissa.

<http://barnabasfund.org/>

Click on the 'Faith Costs' link

NB: Christians believe that the Holy Spirit is the third person of the Trinity. He gives Christians boldness and courage because God is with them in a supernatural way.

Activities:

- Revise with pupils the Pentecost story from Acts 2 and read about what happened to Peter and the disciples as the early Christians established the church. Read from the Bible and follow the story on the screen from the link above. Focus on the fact that, despite people seeing miraculous healings and amazing things, the Jewish temple leaders were not happy and were determined to persecute the first Christians. (AT1)
- Discuss why Peter and his friends were arrested and put in jail, and forced to justify themselves to the temple authorities. What were the chief priests and teachers of the law worried about? What difference did the Holy Spirit make to Peter and the other disciples? Why did he speak out even though he was being persecuted? (AT1)
- When people believe passionately in something, they will speak out. Use the 'Open Doors' internet resources to hear the experiences of persecuted Christians today. Discuss what it may be like, being persecuted for your beliefs. Why don't these Christians just give in and do as their oppressors want? What other questions would you ask someone in this situation? Pupils can 'hot seat' a member of the class who can put themselves in this situation. (AT1)
- Watch the Barnabas Fund video '*Faith Costs*'. This shows how Christians make the choice to follow Jesus even if it means they go without food, water, medical attention and homes. Pupils can ask themselves what they might do if faced with that situation. (AT1/2)
- Encourage pupils to think of times when they have needed to speak out for something they believe is right. Perhaps they have not had this experience yet, but pupils could talk about the qualities needed to speak out in this way, or a situation when they think they would speak out, even when violence is threatened. (AT2)