

Year 6 Unit 2A: THE CHURCH: BELONGING

Week 1

Title: The church in community

Learning Intentions:

AT1: To know that the church serves its community.

AT2: To think about what communities we belong to and how we contribute to them.

Assessment:

AT1 L3: I can begin to identify the impact the Church makes in our local community.

AT1 L4: I can describe the impact the Church makes in our local community.

AT1 L5: I can describe why people belong to the church in our community.

AT2 L3: I can identify what I gain from being part of a community and how I and others contribute to it.

AT2 L4: I can describe what I gain from being part of a community and how I and others contribute to it.

AT2 L5: I can express my own views on the challenges of belonging to a church community (eg. church school).

Key Words:

laity
unity

Resources:

A ball of wool

Information from your local church about what it does in the community eg use its website

Activities:

- Introduce the idea that 'the church' is 'the people'. Remember the hand-rhyme: *'Here is the church, here is the steeple; open the doors and here's all the people.'* What does this tell us about church? Is it just simply the building? (AT1)
- If the church is the people, then churches will be different to reflect the diversity and needs of the communities they serve. Think about the community around your school. What events and activities does the community do / celebrate together? Are any led by the church? (e.g. Harvest Festival, Christingle etc) Where do members of the community meet? (eg social club, village hall,

hairdressers, café, pub, school playground, church etc) Are the church buildings used for any of these community meetings? (eg mother and toddler groups, tea and chat afternoons). (AT2)

- Pupils can complete a spider diagram to show the range of local community events that are in some way connected with the church (including events at the church school – which is part of the local church). (AT1)
- Using the ball of wool, show how vital the community is to link individuals together to make community. Pupils stand in a group no more than an arm's length apart from each other. As the ball of wool is passed, each person calls out a community event or location where local people gather. As it is unwound, each person takes hold before passing it on, thus creating a 'web' of support, mutual interest and care. (AT2)
- When this is complete, explain that church communities are like this – strongly bound together through their beliefs and relationships with each other. Pupils can discuss the effects when people leave the community or buildings or organisations shut down or close as one or two let go of the wool. (AT1/2)
- Pupils can complete smaller, individualised diagrams to show what community events they are directly involved in – through school, uniformed organisations, sporting clubs and societies, hobbies, musical events etc. They should consider what they put into these organisations as well as what they get out of them. (AT2)
- Write an acrostic prayer or poem on the word 'Community', focusing on themselves in relation to others. (AT2)

Year 6 Unit 2A: THE CHURCH: BELONGING Week 2
Title: The Creed

Learning Intentions:

AT1: To know that the Church is united through the Apostles' Creed.

AT2: To think about what we believe in and think is important enough to commit to.

Assessment:

AT1 L3: I can describe some key features of what Christians believe.

AT1 L4: I can show that I understand them.

AT1 L5: I can describe why people are committed Christians.

AT2 L3: I can identify what inspires or influences me to believe in something.

AT2 L4: I can describe what inspires or influences me to believe in something.

AT2 L5: I can explain the challenges of being influenced or inspired by religious beliefs.

Key Words:

apostle

Catholic Church (ie
universal Church)creed =
credo (L) = belief

holy

Resources:

The Apostles' Creed - on Information Sheet and:

<http://www.cofe.anglican.org/worship/liturgy/commonworship/texts/word/creeds.html>

Belief statements provided -to be photocopied, trimmed
and laminated into sets

Activities:

- When a group of people believe the same things, it binds them together and unites them. What do we believe? Start a discussion about what we, as a school community, believe. Prepare the selection of statements which pupils can sort into 'we believe this' and 'we do not believe this'. Discuss the results. Encourage them to think about why we believe these things and where our beliefs have come from. Can they add any other statements that they all believe in? (AT2)
- Look at the Apostles' Creed on OHT and discuss what Christians believe—this is their belief statement that they say together to affirm their faith (at baptism or Holy Communion). Discuss unfamiliar words and phrases and discuss 'the

communion of saints' as a community of believers. Pupils can highlight in three colours on their own copies what Christians believe about God, Jesus Christ and the Holy Spirit. (AT1)

- Give the pupils some strips of paper to write their own belief statements. Pupils can record what they believe themselves. This could be anything from a religious or spiritual belief to a more general belief eg that their parents love them, or they believe in life on Mars. Pupils could also record what they think is important to them. They could do this using colours and patterns as well as words.(AT2)
- Prepare some questions to ask a Christian about what they believe and why (to be continued in Week 4). (AT1)

We believe that we should try to make people feel welcome.

We believe that we must keep the school rules to keep people safe and happy.

We believe that winning is everything.

We believe that God is interested in our school.

We believe that God is not powerful enough to make a difference in the world.

We believe that individuals are more important than the group.

We believe that we must be considerate of others.

We believe that it's OK to do what you want as long as you don't hurt anyone else.

We believe that white people are more important than anyone else.

We believe that everyone is special.

We believe that all religions worship the same God.

We believe that skin colour doesn't matter.

We believe that we must try our best at all times.

We believe that the adults in school care about us.

We believe that it's not the winning that counts but the taking part.

We believe that we should look after ourselves first.

We believe that it doesn't matter about global warming as we won't be around to see it.

We believe that it's important to look after our environment.

We believe that men are more powerful than women.

We believe that it's important to listen to one another.

We believe that education is a waste of time.

We believe that it doesn't matter if you don't work in school, as you can get a job anyway.

We believe that good diet and exercise are important.

We believe that it is our responsibility to help those who don't have what we have.

We believe that as long as we are OK, nothing else matters.

Modern English Version of the Apostles' Creed

I believe in God, the Father almighty,
creator of heaven and earth.

I believe in Jesus Christ, his only Son, our Lord,
who was conceived by the Holy Spirit,
born of the Virgin Mary,
suffered under Pontius Pilate,
was crucified, died, and was buried;
he descended to the dead.

On the third day he rose again;
he ascended into heaven,
he is seated at the right hand of the Father,
and he will come again to judge the living and the dead.

I believe in the Holy Spirit,
the holy catholic Church,
the communion of saints,
the forgiveness of sins,
the resurrection of the body,
and the life everlasting. AMEN.

Common Worship

Year 6 Unit 2A: THE CHURCH: BELONGING Week 3
Title: Baptism

Learning Intentions:

AT1: To know that Christians make promises at baptism.

AT2: To think about what I would be prepared to promise.

Assessment:

AT1 L3: I can begin to identify the impact that baptism makes on Christian families.

AT1 L4: I can make links between the symbols of baptism and Christian beliefs about baptism.

AT1 L5: I can understand the distinctive beliefs represented by different forms of Christian baptism.

AT2 L3: I can demonstrate how I have shown commitment to something or someone I have made a promise to.

AT2 L4: I can raise and suggest answers to questions about the value of baptism.

AT2 L5: I can ask and suggest answers to questions about the value of baptism, relating them to my own and other people's lives.

Key Words:

baptism
commitment
godparents
new life
promise

Resources:

Baptism candle and certificate; baptism cards; scallop shell; bowl of water.

RE Boxes on Baptism can be borrowed from The RE Centre.

Baptism on www.request.org.uk and
<http://www.highfield.org.uk/main/index.php?id=362>

You could ask your incumbent to simulate a baptism either at your parish church or in school. Explain that you are concentrating on the promises made.

<http://www.cofe.anglican.org/worship/liturgy/commonworship/texts/initiation/baptism.html>

Baptism liturgy used in C of E churches

<http://www.educhurch.org.uk/pupils/combs/font.html#baptism>
good resources for discussing baptism including the 'drag and drop' activity

NB This could take longer if you explore the words of the baptism service thoroughly.

Activities:

- Ask pupils to share examples of when they last promised something to someone. Did they keep their promise? How does it feel when someone reneges on a promise? (AT2)
- Look at the artefacts and photographs associated with baptism and encourage pupils to share their experiences of baptisms, sometimes called Christenings. Can they remember what happens? (AT1)
- Look together at the promises made at baptism (eg on *Educhurch* or in the *Common Worship* service). What exactly is being promised? Who makes them, and for whom? What responsibilities go with these promises? What does it mean to be baptised? (AT1) Encourage pupils to ask their own questions about the value of infant baptism, and to give their own views. (AT2)
- *Educhurch* drag and drop activity – why do Christians get baptised? (AT1)
- Simulate a baptism and assign pupils the different roles needed for the baptism ceremony. Use resources and copy the promises onto cards. Focus on the four symbols used at baptism and their meanings: the cross, the water, white robes, the candle / light - and what each symbol points to. (AT1)
- Baptism involves promises for life – or on behalf of the child until s/he grows up. Ask pupils what promise(s) they would be prepared to make for life – and why. (AT2)
- Extension work: Explore baptism in another Christian denomination (eg *Educhurch* has Believer's Baptism by immersion). Compare and contrast with baptism as it is practised at the school's parish church. (AT1)

Year 6 Unit 2A: THE CHURCH: BELONGING Week 4
Title: Commitment

Learning Intentions:

AT1: To know how Christians demonstrate their beliefs and commitment.

AT2: To consider questions about beliefs and commitment.

Assessment:

AT1 L3: I can begin to identify the impact of Christian commitment on people's lives.

AT1 L4: I can describe the impact of Christian commitment on people's lives.

AT1 L5: I can describe why people make a commitment to Christ and the Christian way of life.

AT2 L3: I can ask questions about religious beliefs and commitments in discussion with others.

AT2 L4: I can suggest answers to these questions.

AT2 L5: I can explain the challenges of commitment to a religious faith from my own perspective.

Key Words:

Baptism
beliefs
commitment
Confirmation

Resources:

Visitors from the local church
Collage resources eg white and coloured tissue paper

Activities:

- How do people demonstrate they are Christians? How do you know someone is a Christian when you meet them? Together write a 'person specification' for a Christian (it should include their beliefs, church attendance, prayer and Bible reading etc). (AT1)

Contd.

- Starting with pupils' questions from Week 2, invite ordinary people from the local church to be interviewed about their Christian beliefs and their church commitments. This could be done with people spread out on different tables, and pupils circulating in groups from one table to the next. (AT1/2)
- Draw together what pupils found out about Christian commitment and how Christian beliefs affect individuals' lives and the work they do in their communities eg. at their local church, their local church school, and beyond. (AT1)
- What questions does this raise for the pupils about their own commitment to Christianity or other belief systems? (AT2)
- Create a collage of words and images to sum up the word 'commitment' that has been discussed in this unit. Encourage pupils to respond creatively to the themes of belonging, commitment, promises, responsibilities and beliefs. (AT2)