

Year 6 Unit 6: THE CHURCH: BELIEVING
Title: The Ascension

Week 1

Learning Intentions:

AT1: To know what Christians and the Church believe about the Ascension.

AT2: To think about who I look up to and admire and why.

Assessment:

AT1 L3: I can describe what Christians believe about the Ascension, making links with the Bible story.

AT1 L4: I can describe the events of the Ascension and how this impacts upon what Christians believe about Jesus today.

AT1 L5: I can explain how Christian beliefs about the Ascension are linked to beliefs about life after death.

AT2 L3: I can identify who influences me and link this to aspects of my behaviour/character.

AT2 L4: I can describe whom I and others hold in high esteem and 'look up to' and how their character / actions have inspired and influenced me and others.

AT1 L5: I can explain how someone I look up to has challenged me to be stronger in my religion.

Key Words:

ascend/ascension – to go up/going up
Ascension – the festival of Jesus' ascension into heaven
Holy Spirit – the third person of God in the Trinity
Pentecost – means 'fifty days' (after Passover – the Jewish festival of Shavuot), when the Holy Spirit first came
Whit Sunday – literally White Sunday
Whitsun – the festival day of Pentecost

Resources:

Key Passage: Acts 1:1-11

The Christian Faith and its Symbols – Jan Thompson (Hodder and Stoughton 2003)

Artists' images of the Ascension eg. *Ascension* by Ford Madox Brown (1821-93)

NB: The Ascension occurs just 10 days before Pentecost, which pupils will have looked at recently. Ascension is celebrated on the 6th Thursday after Easter (the fortieth day) and marks the time when Jesus' personal ministry on earth ended when he was lifted up

into heaven from the Mount of Olives in Jerusalem. Read more on p.71 in *The Christian Faith and its Symbols*.

Activities:

- Can pupils list any symbolic sayings about height or directions? For example, 'Top of the class'; 'Aim high'; 'To go up in one's estimation'; 'To look up to someone' (or look down on someone we despise). Whom do the pupils look up to, and why? Who are your heroes and why? Pupils should explain and describe what it is about a person that deserves their esteem. Is it something about this person's character, or something they have achieved? Higher attaining pupils will be able to demonstrate how someone has inspired or influenced them for change, hopefully for the better. Can they make any connection with their religious beliefs? eg if they are inspired by a great Christian, does that challenge them to be stronger in their faith? Do pupils recognise Jesus as their inspiration? (AT2)
- Read Acts chapter 1 verses 1-11. This passage describes what happened at the Ascension. Explain to the children that this story was written before people knew for sure that the earth was round. People still believed the earth to be flat, with a sky like a dome above it. People believed heaven to be somewhere 'up there'. But we can understand this story to be saying that Jesus was taken up into a cloud to be with God and no longer has a human form. (AT1)
- Also read Philippians 2:9-11 (and Ephesians 1:19b-21 – though this is more difficult). These passages tell us what Christians believe about the Ascension. What do these verses tell us about why Jesus ascended into heaven? (AT1) Higher attaining pupils will be able to make links between the Christian belief in Christ's greatness and supremacy and being 'on high' and 'lifted up'.
- Look together at *Ascension* by Ford Madox Brown and talk about what you think the artist is trying to portray? What is biblically accurate? What does this painting tell us about what people in the 19th century believed about heaven and earth? (AT1)
- Using art materials, pupils can illustrate their own impressions of the Ascension. It needn't be representational; it can describe the feelings and emotions of those disciples present through colour and shape. Alternatively, pupils could choose to use poetry or creative writing to describe their impressions, feelings and ideas about the Ascension. (AT2)

Year 6 Unit 6: THE CHURCH: BELIEVING
Title: Confirmation

Week 2

Learning Intentions:

AT1: To know what happens at a service of Confirmation.

AT2: To think about what I am taking responsibility for now I am growing up.

Assessment:

AT1 L3: I can use appropriate language to describe Confirmation, recognising similarities and differences with Baptism.

AT1 L4: I can describe the impact that Confirmation might have on a Christian's life.

AT1 L5: I can use religious language to explain why a Christian may want to be confirmed.

AT2 L3: I can see how having greater responsibility affects my attitudes and behaviour.

AT2 L4: I can describe how my responsibilities and commitments change as I grow older and how this affects me and others.

AT2 L5: I can explain why I want more responsibility as I grow older.

Key Words:

Confirmation

Resources:

Key Passage: Mark 1:9-11 – Jesus' baptism

The Christian Faith and its Symbols – Jan Thompson (Hodder and Stoughton 2003) p.67-8

<http://www.request.org.uk/main/dowhat/confirmation/confirmation01.htm>

Excellent resources on Confirmation including video

NB: “What the Anglican church now calls confirmation was originally part of a wider ceremony of Christian initiation and only became a separate rite from when bishops were no longer able to preside at all baptisms. Confirmation marks the point in the Christian journey at which the participation in the life of God's people inaugurated at baptism is confirmed by the bishop by the laying on of hands, and in which those who have been baptised affirm for themselves the faith into which they have been baptised and their intention to live a life of responsible and committed discipleship. Through

prayer and the laying on of hands by the confirming bishop, the church also asks God to give them power through the Holy Spirit to enable them to live in this way.” (Text taken from www.cofe.anglican.org.) For more info and the service itself, see

<http://www.cofe.anglican.org/worship/liturgy/commonworship/texts/initiation/interiminit/8ce.html>

Anyone can be confirmed who has been baptised, and although people are often confirmed in their early teenage years (around the age of fourteen in this Diocese), there is no set age. People can receive Communion after they have been confirmed (although you don't necessarily have to be confirmed to receive Communion). The confirmation service is usually followed by Communion/Eucharist.

Activities:

- Read the account of Jesus' baptism and discuss the rite of confirmation being like the second 'part' of baptism. In the Anglican Church, bishops confirm individuals by laying their hands on the head and/or shoulders and praying for the Holy Spirit to give them the power to live a life of dedication and discipleship to God. (AT1)
- Use the information on RE:Quest to explore the service of Confirmation and watch the video clip of Meg's Confirmation. Use the 'Tell me about' page to encourage pupils to answer the questions for themselves before revealing the 'answers'. Discuss why Christians may want to be confirmed and what difference it could make to their lives. (AT1)
- Use a picture of someone being confirmed by a bishop as a prompt for pupils to write a caption and explain as fully as possible what is happening and why. (AT1)
- At Confirmation, Christians accept responsibility for their own spiritual journey and make a public commitment to God. Encourage pupils to share and discuss how their sense of responsibility and commitment has changed as they have grown older and moved up the school. Perhaps they help look after or care for a pet/ younger sibling / older relative? Perhaps they have jobs around the home? Perhaps they are a young leader at Guides / Scouts or captain of a sports team? How does this responsibility affect them? Why do we expect or accept greater responsibility as we grow older? Do we need to show more commitment to gain the responsibility in the first place? Higher attaining pupils will be able to make these links and explain the influence in their own lives. Pupils could record their thoughts and discussions in large speech bubbles which can be displayed. (AT2)

Year 6 Unit 6: THE CHURCH: BELIEVING

Week 3

Title: The Fruit of the Spirit

Learning Intentions:

AT1: To know the fruits of the Spirit and why Christians want to grow them.

AT2: To think about what my good qualities are and what qualities I need to focus on developing.

Assessment:

AT1 L3: I can describe the fruits of the Holy Spirit.

AT1 L4: I can describe how the fruits of the Spirit will make a difference to a person's life.

AT1 L5: I can explain why Christians want to develop the fruit of the Holy Spirit.

AT2 L3: I can identify the qualities that I lack but would like to develop more of.

AT2 L4: I can describe what qualities I would like to develop more of and what difference that would make to me and others around me.

AT2 L5: I can explain how I have been challenged by considering 'the fruit of the Spirit.'

Key Words:

Resources:

Key Passage: Galatians 5:22-26

Paper, scissors etc for fruit shapes

Introduction: This lesson explores how the Holy Spirit makes a difference in the lives of Christians. This is called *living with* or *by the Spirit* which means that they believe the Holy Spirit guides, directs and shapes their lives to be more godly.

Activities:

- Read together the Galatians passage. List the fruits of the Spirit Paul mentions. Make sure pupils know the meaning of each of the 'fruits'. (AT1)
- Look at a fruit tree. Apple trees just produce apples, and pear trees just pears and so on. But Paul is saying here that if Christians live with the Holy Spirit guiding their lives, then they will be like a multi-fruit tree – not just producing

one fruit, but all nine. Why would Christians want to grow or develop these fruits? (AT1)

- Discuss: What would the world be like if everyone had a good measure of these fruits? Could Paul have left one (or two) out from the list? Are any more or less important than others? Would life be different if no-one had any of these qualities? Does Paul say what the effect would be? Different groups of pupils could prepare an argument or case for any one of these fruits being more or less important than others. (AT2)
- Encourage pupils to share which of Paul's 'fruit of the Spirit' they think they produce in abundance, and which 'fruits' or good qualities they need to cultivate. What difference would it make to them if they produced more of these 'fruits'? What difference would it make to others around them? Pupils can illustrate their answers on cut-outs of different shapes of fruit. (AT2)

Year 6 Unit 6: THE CHURCH: BELIEVING Week 4
Title: The Gifts of the Spirit

Learning Intentions:

AT1: To know what the gifts of the Spirit are and how they were used in the early church.

AT2: To think about what my gifts or talents are.

Assessment:

AT1 L3: I can describe some of the gifts of the Holy Spirit.

AT1 L4: I can describe how the gifts from the Holy Spirit made a difference to the early church.

AT1 L5: I can explain why churches today may want to encourage the gifts of the Holy Spirit.

AT2 L3: I can identify what I think I am good at.

AT2 L4: I can describe my gifts or talents and how I can use them to serve others.

AT2 L5: I can explain how I have been challenged by considering 'the gifts of the Spirit.'

Key Words:

miraculous
prophecy
wisdom

Resources:

Key Passage: 1 Corinthians 12:4-11

NB The gifts from or of the Holy Spirit mentioned by Paul in his letter to the Corinthian church were given 'for the common good' (v.7b). This means that these gifts of wisdom, faith or prophecy etc were given to members of the early church to help them worship God, to build them up and to encourage them. These special gifts would also have been a witness to the power of God at work in the members of the early church, and many would have seen healings and miracles and believed in Jesus Christ as the Son of God. Teachers may wish to discuss with a member of clergy the meaning of the 'gifts of the Holy Spirit' – in the early church and in the church today - before teaching about it.

Activities:

- Read the Bible passage and list the different gifts Paul mentions there that can be given by God the Holy Spirit to Christian believers. Go through and explain / create definitions for any new vocabulary. (AT1)
- Class discussion: Why did the early church need or want these special gifts? What would they have been used for? (AT1)
- Pupils should be encouraged to think about their own and others' special gifts or talents. What are they good at? Encourage pupils to think about what characteristics or personality traits are special, as well as sporting or artistic abilities. Each pupil should have a piece of A4 paper taped to their back. The class can then write (anonymously) what they admire or recognise as a gift in one another. At the end, each pupil will then have a record of what others think of them. (AT2)
- In silence, or with subtle music playing, reflect on the comments from other pupils. Encourage pupils to think whether the comments are a surprise, or whether they affirm what pupils believe about themselves. Most should find this activity very affirming and encouraging, and it should enable pupils to realise that others recognise what makes them special and what their gifts are. Pupils can make neat copies to keep. Laminated bookmarks or credit-card sized cards for wallets/purses make a helpful keepsake of this activity. (AT2)

Year 6 Unit 6: THE CHURCH: BELIEVING Weeks 5 & 6
Title: The Cathedral

Learning Intentions:

AT1: To know about Rochester Cathedral and how it has been used for worship since 604 AD.

AT2: To think about how I felt about being in the cathedral.

Assessment:

AT1 L3: I can describe some of the things a bishop does.

AT1 L4: I can use religious language to show that I understand what a bishop in the Anglican church does.

AT1 L5: I can explain why bishops are important in the life of the church.

AT2 L2: I can identify how I and others feel about being in a cathedral.

AT2 L4: I can describe what inspires me and others about worshipping in a cathedral.

AT2 L5: I can relate these feelings to what I or others believe about God and worship.

Key Words:

bishop
Cathedral Church
Quire
Rochester Diocese
sanctuary

Resources:

Key Passage:

<http://www.bishopsinaction.com/>

Excellent resource on the life and work of bishops in the Church of England

Visit Rochester Cathedral for one of the weeks in this term's unit. The Cathedral Education Officer: tel. 01634 810066

See also

www.rochestercathedral.org/education

Lots of helpful support material including Cathedral trails, history, etc

www.rochester.anglican.org/the_bishops

NB: Hopefully you have been able to visit Rochester Cathedral at some point this term –perhaps as part of the Church Schools Festival. Use the resources on the website or finish off your resources and activities from your visit to make a display explaining what pupils found out and experienced during their time at the Cathedral.

Activities:

- How did pupils feel when they first entered the Cathedral? What were their thoughts and impressions? Draw out a sense of awe at the age, history and majesty of this building which stands on a site that has been used for worship since 604 AD. Pupils may like to respond by writing a Haiku or Cinquain poem to express their thoughts and feelings. (AT2)
- What does a bishop do? Hopefully you will have seen the bishop's seat at the cathedral, and his staff shaped like an 'R' or a shepherd's crook. But what is the bishop's job? Use the internet resources above to find out what a bishop does. Write a 'Job Description' and person specification for a bishop. (AT1)
- Pupils can describe how the cathedral building is special and how it is similar to and different from a parish church. (AT1)
- Use the internet and resources gathered from your visit to produce 'A Guide to the Second Oldest Cathedral in England'. (AT1)