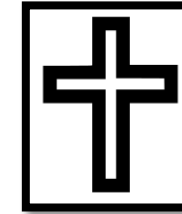


Year Group: Year 6
 Religion: Christianity
 Enquiry Question: What are the stories of Christianity?



Programme of Study
 NC Requirements

Term taught: Autumn

Learning Objectives	Subject Specific Vocabulary	What do we want children to know?	Suggested Learning Activities	Resources	Plenary
Session 1 Enquiry question: What are the themes of the Bible and familiar stories? Retrieval Practise Long term Retrieval Vocabulary Match - Match 4 key words (canon, testament, manuscript, translation) to their definitions using a pre-printed matching grid. Vocabulary Match Match key terms (canon, testament, manuscript, translation, genre) to their correct definitions from memory.	Christians Christianity Bible God Creation Jesus		New Learning What do you already know about Christianity? Can you fill in these sentences? Show children the sentences that each have a word missing and see if children can complete each one to show some key facts about Christianity. Explain that Christians believe that the Bible is the story of God and his people and that within the Bible there are hundreds of stories about different people and events over a long period of time. Show children the titles of some of the more familiar Bible stories on the slides. How many of these do you recognise? Could you explain in one or two sentences what the story is about? Give children some time to discuss their ideas. Show children the timeline of the Bible, starting from God's creation of the world to the promise of the second coming of Jesus in Revelation. Do you know where these stories fit into this timeline? Invite children to share their ideas, then check on the slides. Task 1 - Guided Practice Task (We Do) Story Detectives: Sort, Summarise, Spot the Theme Step 1: Teacher models Pick one story, such as Noah's Ark, and think aloud: "I recognise this. It's about... (one or two sentences)." "Where does it go on the timeline? Near the beginning, because it's in Genesis in the Old Testament." "What big idea, or theme, does it show?" (e.g. God keeps his promises, a fresh start, God cares for his people) Step 2: Pairs try together Each pair gets two or three story cards and completes the frame below on a whiteboard or sticky note: Story: _____ What happens: This story is about _____. (1 to 2 sentences) Where on the timeline: Old Testament / Life of Jesus / Early Church / Future	RE Flip Story cards (one per pair), a large class timeline on the board or floor, sticky notes or whiteboards. Story cards: Creation, Noah's Ark, Abraham and Sarah, Moses and the Exodus, David and Goliath, Jonah, Daniel in the Lions' Den, The Birth of Jesus, The Good Samaritan, Jesus Feeds 5,000, The Crucifixion and Resurrection, Pentecost, Revelation (the promise of Jesus' return)	Repeat the "fill in the missing word" sentences from the lesson (e.g. <i>Christians believe in one _____, who made the world</i>) to check what children now know compared with the start of the lesson.

		promise Possible theme: _____ (choose from the theme bank) Theme bank (support): creation, promises, trust and faith, rescue and saving, forgiveness, love for others, hope, good and evil Step 3: Whole class check Pairs place their cards on the class timeline and explain their choice. Reveal the correct order on the slides. Discuss: • Which stories share the same theme? • Why might Christians say the Bible is the story of God and his people? Teacher answer guide <table><tr><th>Story</th><th>Timeline section</th><th>Example themes</th></tr><tr><td>Creation</td><td>Old Testament (start)</td><td>Creation, God as maker</td></tr><tr><td>Noah's Ark</td><td>Old Testament</td><td>Promises, trust, fresh start</td></tr><tr><td>Abraham and Sarah</td><td>Old Testament</td><td>Promises, faith</td></tr><tr><td>Moses and the Exodus</td><td>Old Testament</td><td>Rescue, freedom, God's laws</td></tr><tr><td>David and Goliath</td><td>Old Testament</td><td>Trust, courage, faith</td></tr><tr><td>Jonah</td><td>Old Testament</td><td>Forgiveness, second chances</td></tr><tr><td>Daniel in the Lions' Den</td><td>Old Testament</td><td>Trust, faithfulness</td></tr><tr><td>Birth of Jesus</td><td>New Testament (Life of Jesus)</td><td>Hope, God with his people</td></tr><tr><td>Good Samaritan</td><td>New Testament (Life of Jesus)</td><td>Love for others, kindness</td></tr><tr><td>Jesus Feeds 5,000</td><td>New Testament (Life of Jesus)</td><td>Care, God's power</td></tr><tr><td>Crucifixion and Resurrection</td><td>New Testament (Life of Jesus)</td><td>Forgiveness, rescue, hope</td></tr><tr><td>Pentecost</td><td>New Testament (Early Church)</td><td>Community, God's Spirit</td></tr><tr><td>Revelation</td><td>End of the Bible</td><td>Hope, promise of Jesus' return</td></tr></table> <u>Task 2 - Independent Task (You Do)</u> My Bible Timeline Fact File Task: Create your own timeline of the Bible and choose three stories to explain in detail. Part A: Complete the timeline Draw a line labelled <i>Creation (Genesis)</i> on the left and <i>Jesus' return (Revelation)</i> on	Story	Timeline section	Example themes	Creation	Old Testament (start)	Creation, God as maker	Noah's Ark	Old Testament	Promises, trust, fresh start	Abraham and Sarah	Old Testament	Promises, faith	Moses and the Exodus	Old Testament	Rescue, freedom, God's laws	David and Goliath	Old Testament	Trust, courage, faith	Jonah	Old Testament	Forgiveness, second chances	Daniel in the Lions' Den	Old Testament	Trust, faithfulness	Birth of Jesus	New Testament (Life of Jesus)	Hope, God with his people	Good Samaritan	New Testament (Life of Jesus)	Love for others, kindness	Jesus Feeds 5,000	New Testament (Life of Jesus)	Care, God's power	Crucifixion and Resurrection	New Testament (Life of Jesus)	Forgiveness, rescue, hope	Pentecost	New Testament (Early Church)	Community, God's Spirit	Revelation	End of the Bible	Hope, promise of Jesus' return		
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			the right. Mark where the Old Testament ends and the New Testament begins. Place your three chosen stories in the correct positions. Part B: Story fact file (for each of your three stories) <table><tr><td>Story title</td><td>What happens (1 to 2 sentences)</td><td>Where it fits on the timeline</td><td>Theme</td><td>What might a Christian learn from it?</td></tr></table>	Story title	What happens (1 to 2 sentences)	Where it fits on the timeline	Theme	What might a Christian learn from it?		
Story title	What happens (1 to 2 sentences)	Where it fits on the timeline	Theme	What might a Christian learn from it?						
Session 2 Enquiry question: What is the story of Ruth and Naomi? <u>Retrieval Practise</u> Long term Retrieval Timeline Snapshot - Draw a simple timeline with 3 stages already labelled (Oral tradition → Written texts → Translated/printed). Add one fact or detail under each stage.	Christians Christianity Bible Ruth and Naomi		<u>Connected Learning</u> Can you discuss with a partner and complete the timeline of the Bible? <u>New learning</u> How many Bible stories can you remember from the last lesson? Children to think, pair, share their ideas. Tell children that over the next few lessons we will be looking at some Bible stories which might be less familiar. Why do you think the Bible has so many stories? What is the purpose of them? Invite children to share their ideas, then explain that the stories tell the reader things about who God is and how he wants his people to live their lives. Tell children that today we will be reading the story of Ruth. Read through the story on the slides together. What do you think is the purpose of this story? Why is it important to Christians? Invite children to share their ideas, then go through the suggestions on the slides. <u>Task 1 - Guided Practice Task (We Do)</u> Ruth's Journey: Sequence, Spot, Explain Event cards (jumbled): 1. Famine hits Bethlehem, so Naomi's family moves to Moab. 2. Naomi's husband and both sons die. She is left with her daughters-in-law, Ruth and Orpah. 3. Naomi decides to go home to Bethlehem. Orpah goes back to her family, but Ruth stays with Naomi. 4. Ruth and Naomi arrive in Bethlehem at the start of the barley harvest. 5. Ruth collects leftover grain in Boaz's field. Boaz is kind to her and tells his workers to leave extra grain for her. 6. Naomi realises Boaz is a relative who can help their family. 7. Boaz agrees to look after Naomi's family and marries Ruth. 8. Ruth and Boaz have a son, Obed. He becomes the grandfather of King David and an ancestor of Jesus. Step 1: Teacher models Choose card 3 and think aloud: • "What happens? Naomi is going home, and Ruth chooses to stay with her even though she could go back to her own family." • "What does this show about Ruth? She is loyal and loving."	RE Flip Set of 8 event cards per group (below), a large "journey" line on the board or table (Moab → Bethlehem), sticky notes or whiteboards.	Children complete this thought in one sentence to finish the lesson: <i>"If the story of Ruth was the only Bible story I knew, I would learn that God..."</i>					

		<i>"What might it tell Christians about how God wants people to live? To stay loyal and care for others, even when it is hard."</i> Step 2: Groups sequence and explain Groups put the cards in order along the journey line. Then they choose three cards and complete this frame: Event (card number): _____ What this shows about the person: _____ (choose a quality from the word bank) What this tells us about God or how God wants people to live: _____ Word bank (support): loyalty, kindness, faithfulness, generosity, courage, hope, welcoming strangers, God's care, trust Step 3: Whole class discussion Check the order together, then discuss: <i>Ruth was from Moab, not Israel. Why might the writer want us to know this?</i> <i>Where can you see God at work in this story, even though he is rarely mentioned directly?</i> <i>What is the purpose of this story? Why is it important to Christians?</i> (Compare answers with the slide suggestions.) Teacher answer guide <table><tr><th>Card</th><th>Person</th><th>Quality shown</th><th>What it might tell Christians</th></tr><tr><td>1</td><td>Naomi's family</td><td>Survival, hardship</td><td>Life can be hard, and people need help</td></tr><tr><td>2</td><td>Naomi</td><td>Grief, loss</td><td>Christians believe God is with people in sad times</td></tr><tr><td>3</td><td>Ruth</td><td>Loyalty, love</td><td>God wants his people to be faithful to each other</td></tr><tr><td>4</td><td>Ruth and Naomi</td><td>Hope, determination</td><td>Starting again is possible</td></tr><tr><td>5</td><td>Boaz and Ruth</td><td>Kindness, generosity, hard work</td><td>God wants his people to look after the poor and strangers</td></tr><tr><td>6</td><td>Naomi</td><td>Trust, wisdom</td><td>God works through people and events</td></tr><tr><td>7</td><td>Boaz</td><td>Responsibility, care</td><td>God provides for people through others</td></tr><tr><td>8</td><td>Ruth and Naomi</td><td>Blessing, hope</td><td>God cares for ordinary people and includes outsiders in his plan</td></tr></table> <u>Task 2 - Independent Task (You Do)</u> Why Does the Story of Ruth Matter?	Card	Person	Quality shown	What it might tell Christians	1	Naomi's family	Survival, hardship	Life can be hard, and people need help	2	Naomi	Grief, loss	Christians believe God is with people in sad times	3	Ruth	Loyalty, love	God wants his people to be faithful to each other	4	Ruth and Naomi	Hope, determination	Starting again is possible	5	Boaz and Ruth	Kindness, generosity, hard work	God wants his people to look after the poor and strangers	6	Naomi	Trust, wisdom	God works through people and events	7	Boaz	Responsibility, care	God provides for people through others	8	Ruth and Naomi	Blessing, hope	God cares for ordinary people and includes outsiders in his plan		
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			Part A: Storyboard Draw and caption a six-frame storyboard retelling the story of Ruth in your own words. Each caption should be one or two sentences. Number your frames. Part B: Character qualities table Complete the table for Ruth, Naomi and Boaz. <table><thead><tr><th>Character</th><th>What they did</th><th>Quality shown</th><th>What Christians might learn from this</th></tr></thead><tbody><tr><td>Ruth</td><td></td><td></td><td></td></tr><tr><td>Naomi</td><td></td><td></td><td></td></tr><tr><td>Boaz</td><td></td><td></td><td></td></tr></tbody></table> Part C: Answer the enquiry question Write a paragraph (5 to 7 sentences) answering: <i>"What is the story of Ruth and Naomi, and why is it important to Christians?"</i> Sentence starters: • <i>The story of Ruth begins when...</i> • <i>Ruth showed loyalty when she...</i> • <i>Boaz showed kindness by...</i> • <i>This story is important to Christians because it shows that God...</i> • <i>It also teaches Christians that they should...</i>	Character	What they did	Quality shown	What Christians might learn from this	Ruth				Naomi				Boaz					
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Session 3 Enquiry question: What is the story of Daniel and how is this related to religious persecution today? <u>Retrieval Practise</u> Long term Retrieval Genre Sort - Pre-printed list of 6 Bible books/extracts. Sort into 3 genres (history, poetry,	Christians Christianity David and the Lions den		<u>Connected Learning</u> Can you discuss the story of Ruth? What was the purpose of this story? <u>New Learning</u> If someone told you that you were going to be thrown into a pit with a big lion, how would you react? How do you think you would feel about this? What would you do to try and prevent it? Give children some time to discuss their ideas. Tell children that this happened to a man in the Bible called Daniel. Have you ever heard this story before? What do you think might happen? Invite children to share their ideas. Read the story of Daniel and the Lions' Den on the slides as a class. What message do you think this story gives to Christians today? Invite children to share their ideas. Explain that in lots of parts of the world there are laws saying that Christians can't worship God. If they are found worshipping, they can be put in prison, face physical abuse or even be put to death. Why do you think these Christians don't just pretend they are not Christians instead of facing such horrible punishments? Give children some time to discuss their ideas, then go through the points on the slides. <u>Task 1 - Guided Practice Task (We Do)</u>	RE Flip Story cards (one set per group), a "Choices and Consequences" grid, sticky notes or whiteboards.	Children finish this sentence on a sticky note: <i>"Daniel's story shows that faith can give people the courage to..."</i> Share a few responses, then compare with the first-lesson question, <i>"How would you react if you were told you'd be thrown into the lions' den?"</i>																

letters) by writing them in the correct column.

Daniel's Choice: From Story to Today

Story cards:

1. Daniel is a trusted, hard-working leader, and King Darius plans to put him in charge of the whole kingdom.
2. The other officials are jealous and look for a reason to accuse Daniel, but they can find nothing wrong.
3. They trick the king into making a law: for 30 days, nobody may pray to anyone except the king.
4. Daniel hears about the law but goes home and prays to God three times a day, as he always has, with his windows open.
5. The officials catch Daniel praying and report him. The king is upset, but the law cannot be changed. Daniel is thrown into the lions' den.
6. The king cannot sleep. In the morning he finds Daniel unharmed. Daniel says God sent an angel to protect him, and the king orders everyone to respect Daniel's God.

Step 1: Teacher models

Read card 4 and think aloud using the grid below:

- "Daniel had a choice. He could stop praying, pray in secret, or keep praying openly."
- "What might happen with each choice?"
- "Why might Daniel have kept praying? His faith was the most important part of who he was."

Step 2: Groups explore the choice

Groups sequence the cards, then complete the grid for Daniel and for King Darius (who also faces a difficult choice).

Person	A choice they could make	Possible consequence	Why might they choose this?
Daniel	Stop praying to stay safe		
Daniel	Keep praying openly		
King Darius			

Word bank (support): faith, courage, loyalty, fear, pressure, jealousy, honesty, trust in God, safe, danger

Then groups complete the bridge sentence in a speech bubble:

"Daniel's story might give Christians today courage because..."

Step 3: Whole class discussion

Link the story to today using the slide points. Discuss:

		• <i>Why might Christians in places where worship is banned not just pretend they aren't Christians?</i> (Possible ideas: their faith is central to who they are, they believe God wants them to be honest about their faith, they want to worship with their community, and they find courage in stories like Daniel's.) • <i>What is the difference between what happened to Daniel and what happens to some Christians today? What is similar?</i> • <i>Why do you think many people believe everyone should be free to follow their own religion or belief?</i> Teacher answer guide <table><tr><th>Card</th><th>Daniel's choice or quality</th><th>Link to today</th></tr><tr><td>1</td><td>Trustworthy, hard-working</td><td>Christians believe they should live honestly and do good work</td></tr><tr><td>2</td><td>Honest, faithful</td><td>People can be targeted unfairly because of who they are</td></tr><tr><td>3</td><td>Pressure to give up worship</td><td>Some countries have laws that limit or ban Christian worship</td></tr><tr><td>4</td><td>Courage, faithfulness</td><td>Some Christians continue to worship despite the risks</td></tr><tr><td>5</td><td>Facing consequences</td><td>Believers can face prison, abuse or worse</td></tr><tr><td>6</td><td>Trust in God, hope</td><td>Christians believe God is with them in hard times</td></tr></table> <u>Task 2 - Independent Task (You Do)</u> Faith Under Pressure: Daniel and Christians Today Part A: Thought-bubble comic strip Draw a four-frame comic strip retelling the story of Daniel. In at least two frames, add thought bubbles showing what Daniel or King Darius is thinking or feeling. Add a one-sentence caption to each frame. Part B: Then and now comparison <table><tr><th></th><th>Daniel in the Bible</th><th>Christians facing persecution today</th></tr><tr><td>What pressure did they face?</td><td></td><td></td></tr><tr><td>What choice did they have?</td><td></td><td></td></tr><tr><td>Why did they keep their faith?</td><td></td><td></td></tr><tr><td>What might Christians learn or take courage from?</td><td></td><td></td></tr></table> Part C: Answer the enquiry question Write a paragraph (6 to 8 sentences) answering:	Card	Daniel's choice or quality	Link to today	1	Trustworthy, hard-working	Christians believe they should live honestly and do good work	2	Honest, faithful	People can be targeted unfairly because of who they are	3	Pressure to give up worship	Some countries have laws that limit or ban Christian worship	4	Courage, faithfulness	Some Christians continue to worship despite the risks	5	Facing consequences	Believers can face prison, abuse or worse	6	Trust in God, hope	Christians believe God is with them in hard times		Daniel in the Bible	Christians facing persecution today	What pressure did they face?			What choice did they have?			Why did they keep their faith?			What might Christians learn or take courage from?				
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			<i>"What is the story of Daniel, and how is it related to religious persecution today?"</i> Sentence starters: <i>In the Bible, Daniel was...</i> <i>The officials tricked the king by...</i> <i>Daniel chose to keep praying because...</i> <i>Today, some Christians are not allowed to...</i> <i>Christians might find courage in Daniel's story because...</i> <i>I think it is important that people are free to follow their beliefs because...</i>		
Session 4 Enquiry question: What are the parables of Jesus? <u>Retrieval Practise</u> Long term Retrieval For and Against - Write 1 argument for and 1 argument against the Bible's reliability as a historical source, using a sentence starter: "Some people think the Bible is reliable because..." / "Some people question this because..."	Christians Christianity New Testament Old Testament Parables Jesus		<u>Connected Learning</u> What message was the story of Daniel and the Lions den trying to tell people? <u>New Learning</u> Which two Bible stories have we looked at so far (Ruth and Daniel)? Explain that both of these stories are in the Old Testament and that today we will start looking at some stories in the New Testament. What is the difference between the Old and New Testaments? Children to share ideas, then go through the explanation on the slides. Explain that the focal character of the New Testament is Jesus. Jesus told a lot of stories to his disciples and his other followers to teach them how he wanted them to live their lives. A lot of these stories he told as parables. Do you know what a parable is? Children to think, pair, share their ideas then explain that a parable is a story that is used to illustrate a moral or spiritual lesson. Do you know any of the parables that Jesus told? Show children the titles of some parables on the slides and ask children if they are already familiar with any of them. Read the parable of Lost Sheep. What lesson do you think Jesus is trying to teach with this parable? Invite children to share their ideas, then go through the suggestions on the slides. <u>Task 1 - Guided Practice Task (We Do)</u> Parable Decoders: What's the Story? What's the Message? Step 1: Teacher models Model sorting one card, such as Ruth and Naomi, into Old Testament or New Testament, thinking aloud: <i>"We looked at this story last week. It happened before Jesus was born, so it's in the Old Testament."</i> <i>"The New Testament is about the life and teachings of Jesus and the early Church, so stories with Jesus in them go there."</i> Pairs then sort the remaining cards into two columns and check with the slides.	RE flip Testament sorting cards (one set per pair), a "Lost Sheep decoder" grid (one per group), sticky notes or whiteboards. Testament sorting cards: Creation, Ruth and Naomi, Daniel in the Lions' Den, David and Goliath, The Birth of Jesus, The Good Samaritan, The Lost Sheep, Pentecost.	Children complete this sentence on a sticky note: <i>"If I were the lost sheep, I would feel... when the shepherd found me because..."</i> Share a few responses and link back to the message that every person matters to God.

		Step 2: Groups decode the parable After reading the Lost Sheep together, model the first row of the decoder, then let groups complete the rest. <table><tr><th>In the story...</th><th>What it might stand for</th><th>Why do you think that?</th></tr><tr><td>The shepherd</td><td>(modelled: <i>God or Jesus, who cares for people</i>)</td><td></td></tr><tr><td>The lost sheep</td><td></td><td></td></tr><tr><td>The 99 sheep left behind</td><td></td><td></td></tr><tr><td>The shepherd searching until he finds the sheep</td><td></td><td></td></tr><tr><td>The celebration with friends and neighbours</td><td></td><td></td></tr></table> Groups then complete the message sentence on a sticky note: <i>"Jesus is teaching that God..."</i> Word bank (support): cares, values, searches, forgives, welcomes, every person, matters, rejoices, second chances, lost, found Step 3: Whole class discussion Compare answers with the slide suggestions. Discuss: <i>Why do you think Jesus used a story about a shepherd and sheep instead of just telling people what he meant?</i> <i>Why might the shepherd leave 99 sheep to look for one? Does that seem fair? What is Jesus saying about how much each person matters?</i> <i>How might this parable make a Christian feel about their relationship with God? How might it affect how they treat other people?</i> Teacher answer guide <table><tr><th>Story element</th><th>What it might stand for</th></tr><tr><td>The shepherd</td><td>God, or Jesus, who cares for and looks after people</td></tr><tr><td>The lost sheep</td><td>A person who has wandered away from God or made wrong choices, or who feels lost or left out</td></tr><tr><td>The 99 sheep</td><td>Those who are already safe and cared for</td></tr><tr><td>The shepherd searching until he finds it</td><td>God never gives up on people and goes to find them</td></tr><tr><td>Carrying the sheep home</td><td>God forgives and welcomes people back</td></tr><tr><td>The celebration</td><td>God rejoices when someone who was lost is found</td></tr></table> Task 2 - Independent Task (You Do) What Is a Parable? The Lost Sheep Explained	In the story...	What it might stand for	Why do you think that?	The shepherd	(modelled: <i>God or Jesus, who cares for people</i>)		The lost sheep			The 99 sheep left behind			The shepherd searching until he finds the sheep			The celebration with friends and neighbours			Story element	What it might stand for	The shepherd	God, or Jesus, who cares for and looks after people	The lost sheep	A person who has wandered away from God or made wrong choices, or who feels lost or left out	The 99 sheep	Those who are already safe and cared for	The shepherd searching until he finds it	God never gives up on people and goes to find them	Carrying the sheep home	God forgives and welcomes people back	The celebration	God rejoices when someone who was lost is found		
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			Part A: Parable fact box Complete the fact box in your own words. A parable is... The Old Testament is about... The New Testament is about... The main character of the New Testament is... Part B: Two-layer retelling Fold a page in half, or draw two columns. On the left, retell the Lost Sheep as a simple story in four or five sentences. On the right, write what each part means for Christians. <table><tr><td>The story on the surface</td><td>The deeper meaning</td></tr><tr><td colspan="2">A shepherd has 100 sheep, and one goes missing.</td></tr></table> Part C: Answer the enquiry question Write a paragraph (5 to 7 sentences) answering: <i>"What are the parables of Jesus, and what does the parable of the Lost Sheep teach Christians?"</i> Sentence starters: • A parable is... • Jesus told parables because... • In the parable of the Lost Sheep, the shepherd... • The shepherd represents... • Christians believe this parable teaches that... • This might affect how a Christian treats other people because...	The story on the surface	The deeper meaning	A shepherd has 100 sheep, and one goes missing.			
The story on the surface	The deeper meaning								
A shepherd has 100 sheep, and one goes missing.									
Session 5 Enquiry question: What can we learnt about Christian baptism from the story of John the Baptist? <u>Retrieval Practise</u> Long term Retrieval Name the Translation - Match 3 key names/terms	Christians Christianity Baptism John the Baptist		<u>Connected Learning</u> Discuss the difference between the old testament and the new testament. Can you list the differences? <u>New Learning</u> Have you ever seen someone getting baptised? What does the word 'baptism' mean? Invite children to share their ideas, then go through the information on the slides. Explain that today we will be reading the story of John the Baptist who is the first person in the Bible to perform a baptism. Read the story of John the Baptist on the slides. Explain that there are lots of different types of Christians who believe different things about baptism and that their task today is to find out about different customs and traditions surrounding Christian baptism. <u>Task 1 - Guided Practice Task (We Do)</u>	RE flip John the Baptist story cards (one set per group), tradition fact cards (one set per group, below), a "Baptism comparison" grid, sticky notes or whiteboards. Story cards (John the Baptist): John lives in the wilderness, wearing	Children complete this on a sticky note: <i>"Baptism is important to Christians because it is a sign of..."</i> Share a few responses, then compare with the ideas children gave at the start of the lesson when asked what "baptism" means.				

(Tyndale, Latin Vulgate, King James Version) to short definitions or dates using a pre-printed matching activity.			Baptism Investigators: Read, Sort, Compare Step 1: Teacher models Read story card 3 and think aloud: <i>"What happens? People are baptised in the river as a sign of a fresh start."</i> <i>"What does the water stand for? Being washed clean and starting again."</i> <i>"What might this tell us about why Christians are baptised today? Baptism is a sign of a new beginning with God."</i> Step 2: Groups sequence and compare Groups sequence the story cards, then read the tradition fact cards and complete the first three columns of the grid. Model the first row. <table><thead><tr><th>Tradition</th><th>Who is baptised?</th><th>How is it done?</th><th>What might be similar or different?</th></tr></thead><tbody><tr><td>Church of England / Catholic</td><td colspan="3"><i>(modelled: babies and young children)</i></td></tr><tr><td>Baptist / Pentecostal</td><td></td><td></td><td></td></tr><tr><td>Orthodox</td><td></td><td></td><td></td></tr><tr><td>Quaker / Salvation Army</td><td></td><td></td><td></td></tr></tbody></table> Groups then complete the link sentence: <i>"Christians today are baptised because John baptised Jesus and..."</i> Word bank (support): immersion, pouring, font, baptistry, godparents, promises, fresh start, choice, symbol, Holy Spirit, water, new life, commitment Step 3: Whole class discussion Share grids and compare with the slides. Discuss: <i>Why might John have baptised people in a river, and why does baptism use water?</i> (washing, cleansing, a fresh start) <i>Why do some Christians choose to baptise babies, while others wait until people can decide for themselves?</i> <i>What do all the different traditions have in common?</i> Teacher answer guide <table><thead><tr><th>Idea</th><th>Possible answer</th></tr></thead><tbody><tr><td>What baptism means</td><td>Being welcomed into the Christian family and starting a new life with God</td></tr><tr><td>What the water can stand for</td><td>Washing away wrongdoing, a fresh start, new life</td></tr></tbody></table>	Tradition	Who is baptised?	How is it done?	What might be similar or different?	Church of England / Catholic	<i>(modelled: babies and young children)</i>			Baptist / Pentecostal				Orthodox				Quaker / Salvation Army				Idea	Possible answer	What baptism means	Being welcomed into the Christian family and starting a new life with God	What the water can stand for	Washing away wrongdoing, a fresh start, new life	camel-hair clothes and eating locusts and honey. John teaches by the River Jordan. He tells people to turn away from wrongdoing and get ready for the one who is coming. Crowds come to John, say sorry for their wrongdoing and are baptised in the river as a sign of a fresh start. Jesus comes to be baptised. John is unsure, as he thinks Jesus should baptise him. Jesus is baptised. The heavens open, the Spirit of God comes down like a dove, and a voice from heaven says Jesus is God's much-loved Son. Tradition fact cards: A: In the Church of England and the Catholic Church, babies and young children are often baptised. Parents and godparents make promises on the child's behalf. Water is poured over the child's head, and the ceremony often takes place at a font. B: In Baptist and Pentecostal churches,
Tradition	Who is baptised?	How is it done?	What might be similar or different?																											
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			Infant baptism Parents and godparents promise to bring the child up in the faith; the child is welcomed into the Church family Believer's baptism The person chooses to follow Jesus and shows this publicly What is similar Water, welcoming into the Christian community, a sign of new life What is different Age of the person, amount of water (pouring or full immersion), symbols used, and whether water is used at all Link to Jesus Jesus was baptised by John, so many Christians follow his example <u>Task 2 - Independent Task (You Do)</u> Baptism Fact File: Traditions and Meanings Part A: Story summary strip Draw and caption a four-frame strip summarising the story of John the Baptist. Frame 4 must show the baptism of Jesus. Each caption should be one or two sentences. Part B: Baptism traditions fact file Choose three traditions from the fact cards and complete the table. <table><thead><tr><th>Tradition</th><th>Who is baptised and when?</th><th>How is baptism carried out?</th><th>Symbols or customs used</th><th>What does baptism mean to them?</th></tr></thead></table> Part C: Answer the enquiry question Write a paragraph (6 to 8 sentences) answering: <i>"What can we learn about Christian baptism from the story of John the Baptist?"</i> Sentence starters: <i>John the Baptist was...</i> <i>John baptised people in the River Jordan as a sign of...</i> <i>Jesus was baptised by John, and this is important because...</i> <i>Some Christians are baptised as babies, but other Christians...</i> <i>A similarity between traditions is... A difference is...</i> <i>Christians believe baptism is important because...</i>	Tradition	Who is baptised and when?	How is baptism carried out?	Symbols or customs used	What does baptism mean to them?	people are usually baptised when they are old enough to choose it for themselves (sometimes called "believer's baptism"). They are lowered fully under the water, often in a baptistry (a special pool). C: In the Orthodox Church, babies are usually baptised by being fully immersed in water three times, and are anointed with oil afterwards. D: Many Christian baptisms use symbols such as water, a candle, oil and white clothing. Some churches use one or more of these. E: Quakers and the Salvation Army do not use water baptism. They believe that what matters is a person's inner spiritual commitment to God.	
Tradition	Who is baptised and when?	How is baptism carried out?	Symbols or customs used	What does baptism mean to them?						
Session 6 Enquiry question: Who is Paul and the early church? <u>Retrieval Practise</u> Long term Retrieval	Christians Christianity New Testament Saul	<u>Connected Learning</u> What does Baptism mean? Can you discuss some traditions and customs surrounding a Christian Baptism? <u>New Learning</u> Have you ever had one of those moments where you suddenly understand something that you didn't understand before? Invite children to share their ideas.	RE flip Story cards (one set per group), a "feelings line graph" template (one per group), letter extract cards (one set per group), sticky notes or whiteboards.	Children complete this on a sticky note: <i>"Paul's story shows that a moment of understanding can..."</i> Share a few responses, then link back to the "lightbulb moment" question from the start of the lesson.						

3 Best-Seller Facts - Write 3 quick facts explaining why the Bible is a best-seller (e.g., most translated, most copies sold, read for centuries).		Tell them that today we are going to be reading the story of a man named Saul who had one of these moments and that it had a massive impact on his life. Read the story of how Saul became Paul on the slides, and his subsequent travels to spread the gospels. Explain that many of the books of the New Testament were written by Paul, such as Galatians, Ephesians and Philippians. These books are written as letters from Paul to other early Christians. What sorts of things do you think Paul might have written to his fellow believers about? Invite children to share their ideas, then go through the examples on the slides. Task 1 - Guided Practice Task (We Do) From Saul to Paul: Sequence, Feel, Explain Step 1: Teacher models Choose card 3 and think aloud: <i>"What happens? Saul sees a bright light and hears Jesus' voice. This is the moment he suddenly understands something new."</i> <i>"How might Saul feel? Shocked, scared and confused."</i> <i>"Why is this a turning point? Saul stops working against Christians and becomes one himself."</i> Plot Saul's feelings for card 3 on the feelings line graph (the low point). Step 2: Groups sequence, plot and match Groups sequence the story cards, then plot Saul's feelings on the graph for at least four cards and add a one-word label each time. Feelings line graph: Vertical axis from <i>Very negative</i> to <i>Very positive</i>, horizontal axis with the story cards in order. Groups then read the letter extract cards and complete the frame: <table><tr><th>Letter</th><th>What is Paul telling Christians to do?</th><th>Why might the early Christians have needed this advice?</th></tr><tr><td>Galatians</td><td><i>(modelled: show love and kindness)</i></td><td></td></tr><tr><td>Ephesians</td><td></td><td></td></tr><tr><td>Philippians</td><td></td><td></td></tr></table> Word bank (support): turning point, change, shock, fear, hope, forgiveness, courage, encouragement, unity, patience, joy, community, good news Step 3: Whole class discussion Check the sequence together, then discuss: <i>Why do you think Paul is one of the most important figures in the New Testament?</i>	Letter	What is Paul telling Christians to do?	Why might the early Christians have needed this advice?	Galatians	<i>(modelled: show love and kindness)</i>		Ephesians			Philippians			Story cards (jumbled): Saul strongly opposes the first followers of Jesus and wants them arrested. Saul sets off for the city of Damascus to find and arrest Christians there. On the road, a bright light shines around Saul. He falls to the ground and hears the voice of Jesus asking why he is working against him. Saul is blind for three days. He does not eat or drink. God sends a Christian called Ananias to help Saul. Saul can see again and is baptised. Saul begins telling people in the synagogues that Jesus is the Son of God. Many are amazed at his change. Saul, now called Paul, travels to many towns and countries to share the good news about Jesus and start new groups of Christians (churches). Paul writes letters to the early Christian communities to	
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		• Paul had once opposed Christians. Why might his story give hope to people who feel they cannot change? • Why do you think Paul wrote letters instead of visiting everyone in person? • What might early Christians have found difficult? (Some faced opposition, they lived in different countries, and they were still learning about their faith.) Teacher answer guide <table><tr><th>Card</th><th>Saul or Paul's feelings or quality</th><th>Link to the early church</th></tr><tr><td>1</td><td>Anger, certainty</td><td>Early Christians faced danger</td></tr><tr><td>2</td><td>Determination</td><td>Followers of Jesus were spreading to new places</td></tr><tr><td>3</td><td>Shock, fear, confusion</td><td>Christians believe Jesus spoke to Saul and changed his life</td></tr><tr><td>4</td><td>Confusion, reflection</td><td>A time to think and rethink</td></tr><tr><td>5</td><td>Relief, humility, new beginning</td><td>Ananias showed courage in welcoming a former enemy</td></tr><tr><td>6</td><td>Boldness, conviction</td><td>Saul becomes a leader of the Christian message</td></tr><tr><td>7</td><td>Courage, determination</td><td>Churches grow across the Roman world</td></tr><tr><td>8</td><td>Care, encouragement</td><td>Paul's letters become part of the New Testament</td></tr></table><table><tr><th>Letter</th><th>What Paul tells Christians</th><th>Why they might need it</th></tr><tr><td>Galatians</td><td>Live with love, kindness and self-control</td><td>To help them live as followers of Jesus and get along</td></tr><tr><td>Ephesians</td><td>Forgive each other and stay united</td><td>Communities included people from very different backgrounds</td></tr><tr><td>Philippians</td><td>Be joyful and pray, and do not worry</td><td>Some were facing hard times or opposition</td></tr></table> Task 2 - Independent Task (You Do) Paul: A Life Changed and a Letter Written Part A: Before and after Complete the table to show how Saul's life changed. <table><tr><th></th><th>Saul (before)</th><th>Paul (after)</th></tr><tr><td>What was he doing?</td><td></td><td></td></tr><tr><td>What did he think about Christians?</td><td></td><td></td></tr><tr><td>How did he feel or act?</td><td></td><td></td></tr><tr><td>What changed him?</td><td></td><td></td></tr></table>	Card	Saul or Paul's feelings or quality	Link to the early church	1	Anger, certainty	Early Christians faced danger	2	Determination	Followers of Jesus were spreading to new places	3	Shock, fear, confusion	Christians believe Jesus spoke to Saul and changed his life	4	Confusion, reflection	A time to think and rethink	5	Relief, humility, new beginning	Ananias showed courage in welcoming a former enemy	6	Boldness, conviction	Saul becomes a leader of the Christian message	7	Courage, determination	Churches grow across the Roman world	8	Care, encouragement	Paul's letters become part of the New Testament	Letter	What Paul tells Christians	Why they might need it	Galatians	Live with love, kindness and self-control	To help them live as followers of Jesus and get along	Ephesians	Forgive each other and stay united	Communities included people from very different backgrounds	Philippians	Be joyful and pray, and do not worry	Some were facing hard times or opposition		Saul (before)	Paul (after)	What was he doing?			What did he think about Christians?			How did he feel or act?			What changed him?			encourage them and teach them how to live. Letter extract cards (paraphrased): Galatians: Christians should show love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Ephesians: Be kind and forgiving to each other. Stay united, like one body with many parts. Philippians: Don't worry. Pray about everything, be joyful, and think about things that are good and true.	
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			Part B: A letter from Paul Imagine you are Paul writing to a group of early Christians who are worried and facing difficulties. Write a short letter (5 to 7 sentences) that includes: • a greeting • two or three pieces of advice about how Christians should live (use the letter extract cards for ideas) • an encouraging closing message Letter frame: <i>Dear friends in [Galatia / Ephesus / Philippi], I am writing to remind you that... You should try to... because... I know that things may be difficult, but... With love and prayers, Paul</i> Part C: Answer the enquiry question Write a paragraph (6 to 8 sentences) answering: <i>"Who is Paul, and what can we learn about the early church from his story and letters?"</i> Sentence starters: • <i>Paul was originally called... and he...</i> • <i>A turning point in Paul's life was when...</i> • <i>After this, Paul spent his life...</i> • <i>Paul wrote letters to early Christians because...</i> • <i>In his letters, Paul told Christians to...</i> • <i>Christians today might still learn from Paul because..</i>		
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