

Supporting RE in Primary Schools



‘Partners in learning’ – a briefing for churches

Outline of the session:

- What is RE for?
- What do schools in my parish use to help them teach RE?
- Why do schools sometimes find RE difficult?
- Supporting learning in RE – how can I best help my school?

This session aims to:

- introduce the new **Surrey Agreed Syllabus** for Religious Education
- give volunteers and clergy an overview of how the syllabus has been created and how units of work fit together
- highlight opportunities for churches to contribute to the RE curriculum in Primary schools
- enable participants to consider the best ways to partner with the schools that they serve in the delivery of RE
- consider the difference between **supporting** RE and **teaching** RE

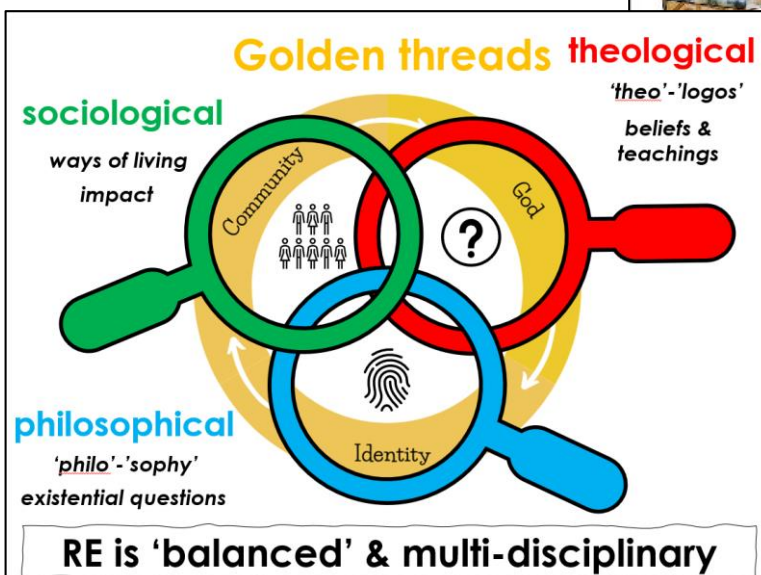
In order to help us prepare future training, we would really like to hear from you after the training. Please fill in our [short feedback form](#)

Surrey Agreed Syllabus can be downloaded from: <https://www.cofeguildford.org.uk/education-schools/about-/surrey-sacre/surrey-agreed-syllabus/>

RE in Surrey schools aims to enable pupils to:

- demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;
- recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
- develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;
- develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

(Aims from Surrey Agreed Syllabus, 2023-2028)



Inspecting RE: Who does what?

Type of school	R.E. syllabus	Inspected by...	For....
County controlled / maintained & C of E voluntary controlled	Agreed Syllabus for Surrey (or other LEA / London borough)	OfSTED	How well the school has implemented the agreed syllabus
C of E voluntary aided	Diocesan Guidelines -in our Diocese, this is the Surrey Agreed Syllabus	SIAMS	the effectiveness of R.E. & the extent to which it promotes the distinctive Christian vision of the school
Catholic Schools	Catholic syllabus 'Come & See' (10% of curriculum time!)	Catholic Church	The impact of the school as a Catholic community & the quality of R.E.

Fundamental British Values (excerpt from DfE advice Nov 2014)



Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
 - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
 - an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
 - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
 - an understanding of the importance of identifying and combatting discrimination.
- It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

'Encounters with Faith & Belief':

Visits and visitors as part of RE and Collective Worship in Surrey schools

SACRE guidance document (excerpts)



In response to many queries (and concerns) from schools about visits and visitors as part of RE especially, Surrey SACRE have produced some guidance to help schools to negotiate a safe path through this sometimes tricky process!

The document includes sections for schools, and for members of belief communities wishing to engage with schools and support them in their provision of RE and collective worship. There is also advice about handling parental concerns, as well as sample checklists to help plan a visit, evaluation sheets and letters.

The guidance for visitors is based on the core principles of the NATRE Code of Conduct, which states that:

Members of belief communities taking part in the life of the school, including visits to places of worship, should:

- be willing to share their own experiences, beliefs and insights, but avoid:
 - i. criticising the experience and insights of others and
 - ii. imposing their views on pupils in any way
- be familiar with the school's aims, ethos and policies and plan their involvement in the light of the aims and curriculum at the school;
- seek to use engaging teaching and learning methods that involve the pupils actively, and to communicate at appropriate levels for the age group(s) concerned;
- be willing to respect and value the beliefs of any pupils and adults in the school when they are different from their own;
- develop ways of speaking to pupils that communicate their open approach, avoiding any hidden agenda to 'convert' or proselytise.

A key question to help visitors reflect on their approach – the 'golden rule' of the conduct:

'If a member of another religion or belief visited my child's school and contributed in the same way that I have done, would I, as a parent, be happy with the education given?'

The guidance also recommends good liaison between schools and hosts both before and after the visit has taken place.

The New Surrey Agreed Syllabus for Religious Education (2023-2028)

An introduction for Churches supporting Primary school RE

The syllabus covers the Reception year to Key Stage Four, with guidance for post-16 settings. Find it [here](#).

Who is this syllabus for?

All community and VC Church schools in Surrey.

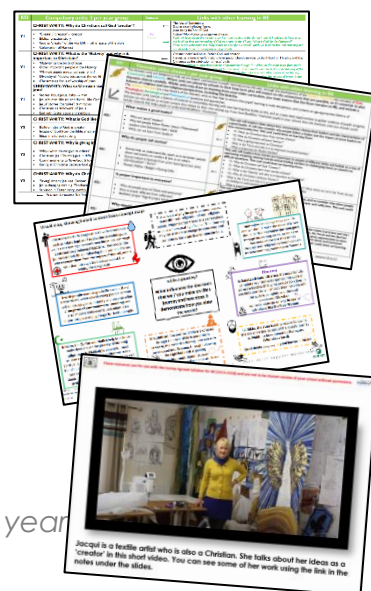
VA schools in the Diocese of Guildford.

Many academies in Surrey have chosen to use this syllabus.

Independent schools and schools that do not have to use their own locally agreed syllabus are also welcome to use this syllabus.

What has changed?

1. There are now 6 units a year, 1 for each half term.
2. Secondary schools should organise their curriculum in ways that suit their context; the syllabus offers examples of how the statutory content could be taught.
3. Across the Primary age range, for each year group there are 5 compulsory units and one thematic unit, which teachers select from a menu. Schools will have created their own long term plan from the overviews.
4. In the compulsory units, faiths and beliefs are taught discretely.
5. The thematic unit is designed to be used in the 2nd half of the Summer term. The thematic units pull the learning from the year together and offer opportunities for new learning to fit with the question that frames the unit e.g. *Are words more important than actions?*



6. All units in the Primary phase have six key questions to guide the learning.
7. The support materials, which are non-statutory (and therefore may be adapted to suit local contexts), resources and video tutorials are on [GDBE-elevate](#) which is the Diocese of Guildford bespoke training and document portal. Teachers need a log-in to access the materials. Register [here](#) if you need to.



New terminology



Golden Threads: These multi-disciplinary strands run through the curriculum to provide balanced RE.

Theology, for which we use the term **'God'** in the Primary phase.

Sociology, for which we use the term **'Community'** in the Primary phase.

Philosophy, for which we use the term **'Identity'** in the Primary phase.

You can find out more about how we have interpreted these threads in the syllabus document.



Personal knowledge: An understanding that none of us approach any learning from a completely neutral viewpoint. This [short animation](#) is helpful in explaining how we have interpreted this in our syllabus.



Worldviews: An understanding that faiths and beliefs are understood and lived out in different ways in different communities both locally and globally.

Many of our Christianity units of work – and some of the thematic units – would benefit from local engagement from churches. On the next page, you will see the titles of units, and the key question that might benefit from a visit to your church, or visitors from your church. You can locate each of these units within the [syllabus](#) itself.

What do the units ask for?

Unit	Key questions which highlight how church communities can help....
EYFS: Who am I, and where do I belong?	How do people welcome babies? Christening in church communities
EYFS: Why do we have celebrations?	Visiting your church at different times of year for festivals
EYFS: What makes a place special?	How does it 'feel' to be in a church? As a Church school, what makes it a special place, for us?
Y1: Why do Christians call God 'creator'?	I wonder how Christians can share God's creation? How does Harvest time help people to be thankful?
Y1: What do Christians learn from stories of Jesus?	I wonder how Christians try to be like Jesus in their community?
Y2: What is God like for Christians?	What difference might it make for Christians to experience God as their shepherd? What do some Christians say God is like for them? How do they know this? Do they all say the same?
Y2: Why is giving important to Christians?	How do Christians [the Church] 'give' to God in worship? How does giving make a difference in your local [church] community?
Y2: Why do Christians call Jesus 'Saviour'?	Who did Jesus forgive? I wonder if the Easter story might help Christians to be more forgiving?
Y3: How did Jesus change lives – and how is it 'good news'?	How did Jesus' forgiveness / restoration change Peter? What about Christians today? What impact might these stories have on the Christian community?
Y3: What's the Bible's 'big story' – and why is it like	How are Christians a part of this 'Big Story'? What difference do words from the Bible make to how they live?

Y4: What did God promise to his people?	What is the New Covenant and how does it affect Jesus' followers?
Y4: For Christians, is Communion a celebration, or an act of remembrance?	Do Christians 'remember' or 'celebrate' communion? How do different Christians do this?
Y4: What did Jesus say about God's Kingdom – and why was it good news?	What does Jesus teach about how citizens of the Kingdom should live? I wonder what choices Christians make because of what they believe?
Y5: Why is the idea of rescue so important to Christians and how does the Bible show this?	Are Christians today still experiencing salvation? How?
Y5: How did the Church begin, and where is it now?	Why is baptism important for Christians?
Y6: How is God Three – and yet One?	How do some Christians understand or experience the Trinity?.....and what difference does it make to how they live?
Y6: What do Christians believe about the Messiah – and why is it good news?	How do prophecies in the Old Testament relate to the person of Jesus? What impact might Christians' beliefs about Jesus being the Messiah have on the Christian community? What do local Christians say?
Y6: For Christians, what difference does it make to belong to God's Kingdom?	What makes the Christian life distinctive – locally and/or globally?

NB Please do ask the school(s) who request visits or visitors to share the expanded unit plans with you, so that you can see more detail of the reasons for their visit.

We also provide training opportunities during the school year to help you to support your schools and have created a short video of our introductory session which you might find useful. You can view it [here](#): we recommend that you use sections of the syllabus alongside this video to make sense of the context.

Hosting a school Visit to an Anglican Church

Guidance for clergy and parish hosts

Parish churches are a popular destination for school visits by pupils of all ages. The visits may be part of their Religious Education (RE) but church visits also link to many other areas of the curriculum. These are some of the reasons for a church visit that we are aware of:

- **Art** e.g. Arts and Crafts movement, stained glass, carvings, textiles
- **Christian Festivals** such as Advent, Christmas, Lent, Easter, Pentecost
- **Christian rites of passage** such as weddings, baptism, confirmation
- **Features of a traditional English Church**
- **Graves and memorials** maybe of a famous person
- **Historical evidence** e.g. the reformation
- **War memorials** as part of local history or special war memorials such as Crosses from World War One
- **Worship and celebration** such as the school harvest festival, carol service or Easter service.

However, the church is not the building; it is the people, and the involvement of lay members of the church when a school visits makes this clear. A school visit is best when hosted by more than one member of the clergy on their own. Another person can provide an additional welcoming presence, direct pupils and staff to what they are looking for and answer questions. In the new syllabus, it's especially important that schools have the opportunity to encounter the 'lived experience' of members of the church community, as evidence of how beliefs are translated into action – and through this, appreciate that there is a wide diversity in the way that people do this, both locally and globally.

Before the school visit

- Be clear about the timing and length of the visit.
- Make sure that nothing else will be happening in the church that would be disturbed by having a class in church at the same time. You may need to check exactly when the flower arrangers plan to be in etc.
- Find out from the school what the purpose of the visit is and how much input they need from the clergy or church members. Ask the school to share their planning with you.

On the day

- Ensure that any helpers from the church community arrive well before the school group.
- Make sure that the building is welcoming as the pupils arrive. That is lit, warm and the toilets unlocked
- As pupils arrive it is often best to start with them sitting in the pews or seats.
- Establish the sacredness of the building, where they can go (and not go) and why.
- Allow some time for stilling and quiet before you start any planned talk or activities.
- Do allow some time for the pupils to explore the church on their own.
- Remember that some of the adult helpers on the visit may not have been in a Christian church before and so may have their own questions.
- Leave plenty of time for questions, there are usually lots!
- Be sensitive to pupils and staff from other faith or belief backgrounds. If you include any prayer or worship invite them to join in if they wish.
- Allow the pupils and adults time to engage with things such as the prayer tree if you have one. Discuss in advance with the lead teacher what you will do about lighting the candles on a stand if that is something you have in your church.

Bonus

- Have an activity or quiz for the pupils to do if needed. e.g. how many angels in the stained glass windows? How many different animal can you find in the church?
- Offer the staff tea or coffee
- Offer the children a drink and biscuit. Water is generally preferred. Be aware of food allergies with biscuits.






SAMPLE UNIT:

Unit title: Why is giving important to Christians?

Concept: INCARNATION

Key Stage: 1

Year group: 2

<p>What's the purpose of this unit?</p> <p>It is the intention of this unit to explore the concept of giving: as an act of worship for most Christians, and a core idea behind the concept of 'incarnation' – God giving Jesus to the world – focusing on a key text for Christians in John 3:16. It also explores how the Christian community – the Church – aspires to give in many different ways, as God gave, and should include a visit to your local church to look for clues. This unit should ideally be taught in the second half of the Autumn term, as it culminates in considering why Christians give at Christmas.</p>	
<p>Links across learning</p> <p><i>In order to access the learning in this unit, pupils should have learnt about....</i></p> <p>That many Christians go to church to worship (Y1 unit)</p> <p>some stories and words in the Bible that help Christians to live their lives as Jesus taught (e.g. parables Jesus told and stories about Jesus)</p> <p>the story of Jesus' birth and that Christians believe Jesus is God's Son</p> <p><i>Where will pupils' learning go from here?....</i></p> <p>Children's thinking about the concept of 'incarnation' will continue to be built on through key units in KS2. A thematic unit for Y2 focuses further on the concept of giving, so this unit will help to build that idea and help pupils see the connections within other communities of faith and belief. This unit could also link with the thematic unit 'Is prayer important to everyone?'</p>	<p>'Sticky knowledge' By the end of this unit, pupils should know:</p> <ul style="list-style-type: none"> ● that giving is important within all communities as a way of helping others and building relationships ● that most Christians believe that God's nature is to give and that he gave Jesus as a gift to the world ● that worship is a way of giving to God ● that this giving takes many different forms, including prayer & volunteering ● that when most Christians give, they are showing that they are a part of God's Kingdom ● that the Church is both a building and the community that meet there ● that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him
<p>Key questions to shape the learning</p>	<p>Expected outcomes for this phase: <i>i.e. what will pupils do to show this knowledge?</i></p>
<ol style="list-style-type: none"> 1. What? When? Why? How? How can we 'give' to others this week? 2. Why do some Christians give? 3. &4 How do Christians [the Church] 'give' to God in worship? How does giving make a difference in your local [church] community? 5. What was given at the very first Christmas? Why do Christians give, especially at Christmas? 6. What could we give this Christmas? 	<ul style="list-style-type: none">  explain why giving to others is important  suggest different ways by which different people might give  find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service (all worship)  suggest how Christians might be giving to / worshipping God by doing these things  retell the story of how the wise men gave, making simple connections with the symbolism of the gifts & things Christians believe about Jesus



express their ideas about giving in simple ways, drawing from their learning




Background knowledge for the teacher





As a part of this unit, we highly recommend that you arrange a visit to your local church to search for clues about giving as an act of worship. The learning will be much more challenging without the real-life example of a church community to investigate. It would also help to ask the church to invite some of the people who are a part of that community and serve in different ways to be available to talk with children about what they do, and most importantly, why. You may wish to arrange the visit for closer to Christmas, so that anything ‘extra’ that the church may do seasonally can be investigated too, so just re-order the sessions to reflect this. However, if you can’t visit, then there are some quotes from different church members of one church, who talk about how they give to God in worship. You can access this resource from the [‘RE Downloads’](#) area.


- This unit references two important Bible verses for Christians: [John 3:16](#) which is one of the most well-known of all Bible verses; a simple but profound statement about God’s gift of Jesus (who is mysteriously, also God himself!) to the world, and [Matthew 22:38-39](#) The Greatest Commandments. Show children where these are found in the Bible. Worship for Christians is a response to who God is, and what he has given.
- When talking to children, ‘church’ refers to a building specifically designed for Christians to meet for worship; ‘Church’ refers to the (worldwide) community or ‘Church family’ of Christians and may refer to the whole worldwide Church or a local church congregation. There are some excellent pictures of the worldwide Church in the resource **Churches around the world**, pub. Barnabas, which includes digital photos £4.99 [Churches from around the world](#)
- Many Christians meet in modern buildings, or may not have a building of their own, but use cinemas, school halls and people’s houses to meet for worship.
- **Why do Christians give, especially at Christmas?:** Presents are traditionally given at Christmas as a reminder of the gifts of the wise men, but also as a celebration of God’s gift of Jesus to the world.
- The Biblical account of the visit of the wise men (Magi) can be found in [Matthew 2:1-12](#). Although people often think of three kings at Christmas time, there is no evidence that the visitors *were* kings, or that there were only three of them (although three gifts are mentioned, hence the conclusions drawn about there being three magi) – but they were important people. It should also be noted, though often contradicted by Christian art, that the magi probably visited Jesus as a boy, not arriving at the stable shortly after the shepherds to see Jesus as a baby, as traditional nativity scenes show. When you look in Matthew’s gospel, he talks about a ‘house’ and ‘child’, rather than ‘baby’.
- Christians believe that the gifts brought by the wise men, as well as being those traditionally offered to kings, are symbolic of Christian beliefs about Jesus: as King (gold); priest – a go-between, between God and men (frankincense); and sacrifice or death (myrrh). In [John 19:39](#), reference is made to myrrh as one of the burial spices that embalmed Jesus’ body.
- The festival of Epiphany is on Jan 6th, and recalls the visit of the magi (wise men) to Jesus. It also marks the end of the Christmas period for many churches. In some countries, it is called Three Kings’ Day.
- You will need to source some art from around the world to use with **session 5**. There are some links in the resources. Looking at art from around the world is a great way to help children see that this story is important to Christians globally, and they often show something of their culture in the way the people look. Children will have seen this in Y1 when


they explored Nativity sets from different places.

Golden thread	Further questions to support learning	Vocabulary / glossary for this unit:
 God	<p>How do Christians give to God? How do Christians give to others? Why do Christians give? What is 'worship'? How might Jesus, a person, be a 'gift' to the world? Is a church the building or the people – or both?!! How do Christians 'give' to God in worship? How do you think Christians might show that they 'love God and love others'? Is this giving too? What happens in a 'service'? What do Christians do to serve / give to others? What was given at the very first Christmas? Which 'gift' do you think is the most important? What do you think a Christian might say? Is giving at Christmas more important to Christians than at other times of the year? What do you think?</p>	<ul style="list-style-type: none"> ● worship – the act of giving to God in prayer, money, time, acts of service etc. ● place of worship – a building where people go to worship God. Christians go to a church ● 'church' – the building where Christians go to worship God ● 'Church' – the worldwide Christian community ● service – a time of worship, a bit like an assembly; for Christians, often on a Sunday ● service – something that is done to help another person ● Bible – the holy book for Christians, containing stories about Jesus, God the Creator, and God's relationship with people ● Greatest Commandment – Jesus told his followers that they should 'Love God' and 'Love Others' ● Sermon – a special talk (a bit like a lesson), usually about some verses from the Bible
 Community	<p>What difference has our giving made to our school community? Did we all give in the same way? How does giving make a difference in your local [church] community?</p>	
 Identity	<p>Giving: What? When? Why? How? What can we give to other people? When might we do this? Why might we give to other people? How does it feel to give.....and to receive? Has giving helped us to feel closer to each other in our school community? How could we give to others this week?</p>	

<p>What might this look like in the classroom? This sequence of activities should help you plan pupils' learning....</p> <p>NB We recommend that you include a visit to your local church to investigate how the community to give in worship, to each other and to their wider community. This should include meeting people from the church community and looking at how they care for those in need in their local area, so make sure you ask for it when you arrange the visit!</p>		Resources: incl. Bible refs
<p>Engage (10%)</p> 	<p>Session 1: Giving – What? When? Why?</p> <p>Show children photos of giving in different ways, ranging from the very familiar birthday, through to Christmas, and through acts of serving others</p> <p>Try to answer the 3 questions: <u>What</u> is being given? <u>When</u> do people give like this? <u>Why</u> do people give to each other?</p> <p>As a class, try to list as many ways as you can that people can give to each other – and keep adding to it during the unit. Can you give in other ways such as helping other people?</p>	<p>Try these to start with: Parcel To You Ribbon Give - Free photo on Pixabay; Gifts Surprise Made - Free photo on Pixabay; Hand Hold Care - Free photo on Pixabay; Smile Laugh Happiness - Free photo on Pixabay; Volunteer Hands Help - Free image on Pixabay; World Earth Globe - Free photo on Pixabay</p>
<p>Enquire & Explore (60%)</p> 	<p>Session 1: How might we 'give' to others this week?</p> <p>Look at your list of ideas from the previous session, or some suggestions from the Resources section. Think about how even doing one of these things might make a difference to your class, your friends, your family, your school, your wider community....</p> <p>You might....</p> <ul style="list-style-type: none"> ➤ Make a class promise to do something that will help another class in the school, or your whole school community, such as litter-picking, or taking turns to help clear up after school lunch ➤ Challenge children to find an opportunity to give to someone at home. Try to keep it up all week! ➤ Volunteer to help someone in your class with their work <p>At the end of the week, gather as a class and share what you've been doing.</p> <p>What difference has our giving made to our school community? Did we all give in the same way? Why? How does it feel to give.....and to receive? Has giving helped us to feel closer to each other in our school community?</p>	<p>You could make this a shorter teaching session, with some practical actions that will happen within and outside school as children choose to engage with the idea. You may also find it helpful to communicate what you're doing and why to parents first! It might not feel very much like RE, but the aim is to help children connect directly with the experience and emotions of giving in order to help them to understand something of why Christians give.</p> <p>If you need them, there are some really practical ideas for Lent which you can borrow from here: 5-40acts-Together-full-resource-for-schools.pdf or 40acts-Schools-Challenge-card-2019.pdf</p>
	<p>Session 2: Why do some Christians give? What is 'worship'?</p> <p><i>In this session, you will look at Jesus' words in Matthew 22:36-39 The Greatest Commandments and John's words in John 3:16. The hyperlinks take you to a version that is suitable for using with your children. You might want to place these words into a box and wrap them like a gift to make a visual connection.</i></p> <ul style="list-style-type: none"> • Unwrap your 'gift' and find the words inside. Look first at John 3:16 • Introduce the idea that some Christians say that they give to God because he gave to them in the 	<p>This session specifically builds on learning encountered in the Y1 unit 'What is the 'Nativity' and why is it important to Christians?'</p> <p>Use BibleGateway references as these link to a child-friendly translation</p>

	<p>person of Jesus. Can anyone remember how this happened? <i>[in the 'Nativity']</i> How might Jesus, a person, be a 'gift' to the world?</p> <ul style="list-style-type: none"> Now look at the words of the Greatest Commandment, spoken by Jesus to his followers. What did the Pharisee ask and what did Jesus reply to his question? What do you think these words mean? Think about how you've 'given' to others this past week – how might this link with the Greatest Commandment? How do you think Christians might show that they 'love God and love others'? On one side of a piece of heart-shaped paper, write something that you think Christians might do to show that they love God and on the other side, something else that you think they might do to love others. Compare your ideas as a class. Watch the Golden Rule song video and as a class, try to gather as many examples of what people are doing to show that they are 'loving others'. This version of the song was filmed during lockdown. How many of their ideas did you think of? Explain that for the next session, you are going to visit a Christian place of worship, a church, to find out how another community of Christians are 'loving God and loving others' through their worship. For Christians, worship simply means giving to God in response to what God has given them. This might happen in a church service or in serving others. Show pupils a range of pictures of different church buildings – are they all churches? [Yes!] What's the same about them? What makes it a church? Is a church the building or the people – or both?!! 	<p>The Golden Rule (Love Your Neighbour Version) - Worship For Everyone - YouTube</p> <p>Relate the idea of church being building and people to your school – is your school the building or the community? Churches around the world, pub. Barnabas, includes digital photos £4.99 Churches from around the world</p>
	<p>Session 3&4: What is 'worship'? How do Christians [the Church] give to God in worship? How does giving make a difference in your local [church] community?</p> <p>Use the REQuest resource to investigate what you might be looking for on your visit. Visit your local church to find about how Christians worship, (give to God): you may want to work in groups to be a church detective...</p> <ul style="list-style-type: none"> Find out about what happens in a service of worship, such as singing, praying, reading the Bible, taking the collection, hearing someone talk (sermon). What can you see around the church that tells you these things happen? Talk to the vicar or curate about what happens in a service and how this helps the church community to 'love God'. Talk to Christians from the church community about how they give to (serve) others in different ways by helping out in Sunday services (e.g. as a musician, Bible reader, or taking the collection, or working with children, making coffee etc.) Is this 'loving God' or 'loving others' – or maybe a bit of both?! Find out how the church community helps other people, maybe also those not a part of the church community e.g. a café, toddler groups, exercise classes, 'clubs' for older people, helping people to organise their money or teaching them new skills, food banks etc. What can you find around the church to tell you that these things happen? Is this 'loving God' or 'loving others' – or again, maybe a bit of both?! <p>How does giving by people in this church make a difference to people in your local community?</p> <ul style="list-style-type: none"> While you are there, you might also like to ask / investigate what might be happening in this church 	<p>It is envisaged that the visit will need a follow-up session to capture the findings of your investigations, so will cover 2 sessions</p> <p>RE:Quest is a great place for teacher and pupil subject knowledge. The following suggestions might help support this session: Resources - RE:quest (request.org.uk) There is also an interactive tool here, looking at church features, which may help you to link to learning about worship on your actual visit: Resources - RE:quest (request.org.uk) Video about Christian giving: Resources - RE:quest (request.org.uk)</p> <p>Link to resources: food bank https://www.bbc.co.uk/newsround/54887135 There is also a PowerPoint resource about a food bank volunteer, and some quotes from</p>

	<p>community over the Christmas season to help your wider community...</p> <ul style="list-style-type: none"> ● Back in school, use your evidence to revisit your key questions and decide what answers you have found. Present your findings as a big class book, or a display, or as a large Venn diagram with 2 sets: 'loving God' and 'loving others'. Make sure that your work helps to answer the key questions! ● Can you make a class 'recipe' for a church community, based on what you've found out on your visit? What 'ingredients' do you need? [Again, you might want to model this first with the context of your school community – there may be some striking similarities!] 	<p>Christians about how they give in worship: find it in the 'RE Downloads' area https://gdb-elevate.org/help#re</p> <p>The church's own website might be a further source of information about how they help others at different times during the week Take photographs or video of your visit to take back to school as evidence</p>
	<p>Session 5: What was given at the very first Christmas?</p> <p>Go back to what you remember of the events of the very first Christmas. Look at a Nativity scene or art from around the world and use it to remind you about the story and the people. Look at the ways that people in the art are showing worship, or how the artist shows that Jesus is the most important person in the picture (he's in the centre, often with a halo or surrounded by light)</p> <p><i>Who gave in this story?</i></p> <ul style="list-style-type: none"> ➤ God gave Jesus ➤ The innkeeper gave a stable ➤ Shepherds gave their time and worship ➤ Wise men gave gifts of gold, frankincense and myrrh and their worship <p>Make a lift the flap 'gift' and draw inside it some things that were given at the very first Christmas. Which one do you think is the most important? What do you think a Christian might say?</p>	<p>This session offers an opportunity to revisit the Nativity narrative and connect it with learning about giving from this unit.</p> <p>Link to great places to look for global Nativity art: search #GlobalNativity22 on Twitter; Global Nativity 2021 - Google My Maps; Three Kings - David Jones (methodist.org.uk);</p> <p>You could use this video to explore the story and the strange gifts of the wise men: Resources - RE:quest (request.org.uk)</p>
<p>Evaluate (10%)</p> 	<p>Session 5: Why is giving important to Christians?</p> <p>Look back over all your learning in this unit and talk together. What possible answers do you think there are to this question?</p> <p>You could vote with your feet about which one you think is the most important answer by displaying your answers in different parts of the classroom and then running to the one you think is the 'best' answer. Talk to others in the same location about the reasons for your choice. Do you all say the same thing?</p> <ul style="list-style-type: none"> ➤ Is giving at Christmas more important to Christians than at other times of the year? What do you think? 	<p>Find out more about different types of service around Christmas time here: Resources - RE:quest (request.org.uk)</p>

<p>Express (20%)</p>  <p><i>(Could be more if you are cross-curricular)</i></p>	<p>Session 6: What could we give this Christmas?</p> <ul style="list-style-type: none"> • Bring in another box wrapped elaborately as a ‘present’ (with a concealed slot in the top), telling children that it’s very, very valuable. Discuss in pairs what they think it might be. Then explore together the concept of value – does it mean that something is worth a lot of money? Or is there another meaning? • Watch the video clip ‘The Magic of Christmas’ made by Holy Redeemer Primary School. Why do you think the children gave what they did? What do you think the headteacher valued most about their gifts? • What things could we give at Christmas that have a non-monetary sense of value? Are there ‘gifts of service’ that we can give as presents, or attitudes that we can ‘wrap’ that might be worth more than money to our family and friends? Children could write or draw their ideas as a personal pledge to post into the slot on the top of the ‘present’, or just an idea with no personal commitment. How might these ‘gifts’ given at Christmas better express what Christmas is about for Christians? • Find some new ways as a class / school to express the spirit of giving at Christmas time this year. You could maybe support a local charity, or make/write Christmas cards for people in your neighbourhood, or gather extra items for your local food bank, or twin a toilet at school, or make cakes to sell at your school’s Christmas Fair, or..... YOU decide! • Has our learning about giving changed how we feel about giving and receiving this Christmas? 	<p>Toilet Twinning - Flushing away poverty, one toilet at a time Present Aid Charity Gifts Real Gifts</p> <p>Holy Redeemer: The Magic of Christmas - YouTube</p>
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General resources:

- REQuest – a site supporting the teaching of Christianity, lots of video clips www.request.org.uk
- BBC film clips ‘My Life, My Religion’ <http://www.bbc.co.uk/programmes/b05pc1c9/clips>
- The Flame Creative Kids blogspot has lots of great ideas for younger children e.g. linked to communion or events in the Church calendar <http://flamecreativekids.blogspot.co.uk/>

Syllabus links:

- Introductory video for Primary schools: <https://www.youtube.com/watch?v=d9gJPjSK2zE>
- Introductory video for Secondary schools:
<https://www.youtube.com/watch?v=t1bsl7p3qZA&feature=youtu.be>
- Schools' teams who regularly support learning in RE can request a login for GDBE-elevate, our resources platform: <https://gdb-elevate.org/register> (not available to churches)