

Lesson plan

Year 6 – Intro to RE and Christianity

Lesson 1 – What makes up a person ?

Aim To enable pupils to identify what makes up a person.

Objectives To enable pupils to

1. Know that there are many parts to a human being. (*All pupils*)
2. Understand that some people believe that there is a soul in each person. (*Most pupils*)
3. Evaluate their perception of the soul and it's importance to human beings. (*Some pupils*)

Teaching strategies

1. Introduce the topic of religious education. Brainstorm what they already know from primary school. Collate these ideas on the board. Make sure only the correct ideas go on the board, and the pupils copy out the brainstorm. (Please make sure they spell religious education correctly!)
2. The pupils are going to answer the question why do people turn to religion? The first way of doing this is to draw around a person of the class, or draw a person on the board and around it labels all the parts of a human. (*Could be an interesting one!*)

Gain from this that there are different parts to a person. Discuss the need for a personality and how this can help make a person an individual.

3. Introduce the idea of the soul. Explain that this is the unique part of a human that religious people believe we have. (Others have labelled this a personality). Christians believe that god breathed life into us which is what makes us different from animal. They will now watch an episode of the Simpson's where Bart sells his soul to illustrate the importance some people place on the soul. Discuss what happened with the pupils after the video
4. To conclude complete this written task. Guidance may need to be put on the board. **The soul was important to Bart because... Give 3 reasons.**

Extension for G&T

Do you think we have a soul? Give 2 reasons for your answer.

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Lesson 2 – Faith and belief

Aim To introduce the pupils to the aspects of life, which cannot be fully comprehended.

Objectives To enable pupils to

1. Know that religious people have faith in something that they cannot see. (*all pupils*)
2. Understand the meaning of faith. (*most pupils*)
3. Evaluate the pupil's experience of having faith in another person. (*some pupils*)

Teaching strategies

1. Recap on the parts of a human being, especially the soul. Discuss how people care for the soul. Explain that some people believe that God cares for the soul. These people are known to have faith. They are going to experience faith in today's lesson.
2. The following activities will give the pupils first hand experience of faith. **The chairs and tables need to be put to one side, being careful where the legs of the tables go.**

Game 1

Pupils are in pairs. A and B

A stands behind B

B stands with his arms out, with their back to A

B falls back and A catches! B is not allowed to look where he is falling.

Change over

A demonstration may help the pupils.

Game 2

All pupils stand in a circle, all facing one way. They need to be close. Hands on shoulders, after 3 all the pupils are to sit down on the person knee behind them. The result being that they are all holding each other up. You could get them to put their arms in the air when they have accomplished this.

This game is harder and you might find your group do not succeed.

3. Discuss with your class what it felt to trust someone to catch them in game 1. Explain that they had faith that they would be caught. Link this idea to faith religious people have. They cannot see their god, but have faith in him/her.
4. Pupils are to answer these question;
 - i) What was it like to have to trust someone to catch you? Give a reason for your answer.
 - ii) Would you trust a stranger to catch you? Give a reason for your answer.
 - iii) Do you have faith in anything ? For example, a football team, a pop band, parents or friend. Describe why you have faith in this.

Extension work for G & T

Create an acrostic with the word FAITH or TRUST.

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Lesson 3 – What are gods like?

Aim: To explore the characteristics associated with Egyptian, Greek and Roman gods.

Objectives: To enable pupils to;

1. Know that there are many different characteristics associated with gods. (*all pupils*)
2. Understand why all perceptions of gods are not the same. (*most pupils*)
3. Evaluate their own idea of what a god is. (*some pupils*)

Teaching strategies

1. Introduce myself and the subject of the lesson. Play hangman with the words Gods – what are they like? Then get the pupils to answer the question in a class discussion.

Give out the worksheets

2. Explain the aims and how they will go about them. Introduce page 1 , the video. (Remember – Stargate has subtitles on.) Go through the words in the bank and explain the meanings of the harder ones. Watch clips, these may need pausing after each clip. Feedback as a group.

Explain that each clip is focused on different people, for example, Hercules is based on the Greek gods and Gladiator is talking about the Roman gods, each group of people had their own ideas of god/s.

3. Task 2 will need quite a big intro on the board, with different ideas of god/s and explore the types of god/s they will have. Will they have a family or just one powerful god? What strengths will their god/s have? How did it come into existence or has it always been here? There is plenty of space in the picture box to write more about their god/s, they should also label each part. For example, the bow and arrow is for...

Extension work for G & T pupils

1. On the back of the booklet there are three questions attempt to answer each one giving reasons for their answer.

2. Pupils are to look up the words Omnipotent and omniscience and explain their meaning. Do these words relate to their god? Explain this on their picture.

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Year 6 – Intro to RE and Christianity

Lesson 4 – the 6 major world religions

Aim To introduce the pupils to the 6 major world religions.

Objectives To enable pupils to

1. Know that there are 6 major religions in the world. (*all pupils*)
2. Understand that each religion has different facts associated with it. (*most pupils*)
3. Evaluate whether the pupils adhere to any of these religions. (*some pupils*)

Teaching strategies

1. Recap on the previous lesson. Explain to the pupils that they are to examine each of the 6 major world religions. Brainstorm on the board the current knowledge of these religions. They are Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism.
2. Give the pupils a map. This has each of the major world religions on. The pupils are to colour code this map. Faster pupils can answer the question – Which religion has the most followers ?
3. Pupils are then to complete the gap fill sheet about each of the world religions.

Extension work

1. Do you belong to any of these religious groups ? If so which one ?
2. Do you think religion is a good thing ? Give one reason for your answer.

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Lesson 5 – Christian creed.

Aim To examine what a Christian states about their belief.

Objectives To enable pupils to

1. Know that Christians have a set of basic beliefs, called the Creed. (*all pupils*)
2. Understand that these are the foundation of Christian belief. (*most pupils*)
3. Evaluate these beliefs in the light of their own personal beliefs and examine evidence concerning these beliefs. (*some pupils*)

Teaching strategies

1. Recap what they know about Christianity. You could do this through a game of brainstorm.
2. A statement of faith is called a Creed. The pupils are to try and make up their own creed. For example :- I believe that Manchester United are the best football team in the world. I believe in David beckhams corners kicks. I believe in the referee always being right. I believe that you should kick out racism in football.
3. Pupils are to now examine each part of the Christian creed. Using the evidence given they are to state whether they believe it is true or not. They are to put the title Christian Creed and then answer the questions about each part.
4. To conclude the lesson you could have a class vote and debate on each of the parts of the creed.

Extension work for G & T

Pupils are to examine the Christian teachings of St. Paul in 1 Corinthians.

‘If Christ had not been raised, your faith is futile.’

What does this statement mean ? Explain your answer.

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Lesson 6 – The Church

Aim To explore the Christian church in the light of modern society.

Objectives To enable pupils to

1. Know that the word church can mean a building or a body of people. (*all pupils*)
2. Understand that various activities take place in a church. (*most pupils*)
3. Evaluate the significance of the church within a community. (*some pupils*)

Teaching strategies

1. Establish that a church is a holy building for a Christian. You could make a jigsaw of a picture of a church and then ask the pupils questions related to the last lesson and then create a picture of a church.
2. Question the pupils on their ideas of what a church is. Elicit from the pupils a building, and a group of people. The latter will be more difficult to grasp.

Put the title The church, pupils are to illustrate what a church is. Two drawings.



3. Lead a discussion on the declining numbers of people going to church. Discuss why this is the case and brainstorm ideas of how vicars can get people to go to their church. Watch the clip of Sister Act where the choir are singing and the people from the streets are coming in. Discuss why they were attracted to the church.

Pupils are to then create a new church. **Pupils must remember that the church is a holy building, also they should try to avoid scaring away the older population of the congregation.**

Extension work for G & T

‘You do not have to go to church to be a Christian.’ Do you agree with this? Give one reason for your answer.

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Lesson 7 - 9 – Font, Altar, Pulpit and Lectern.

Aim To identify the Font, Altar, Pulpit and Lectern

Objectives To enable pupils to

1. Know that a church has a Font, Altar, Pulpit and Lectern (*all pupils*)
2. Understand the use of the Font, Altar, Pulpit and Lectern (*most pupils*)
3. Evaluate the significance of these items of church furniture, especially in the context of Christian worship. (*some pupils*)

Teaching strategies

1. After a basic recap of last weeks lesson introduce the pupils to the inside of a church. Brainstorm on the board. Introduce the pupils to the font, altar, Lecture and pulpit. Get the pupils to put the title The church – Inside. Write each of these out and draw a picture. You could do this on the board for them to copy.
2. Introduce the pupils to the task of creating a church. Pupils are to work in groups of 4 or 5. Each group will make a model. Templates are available as in an example made by me !

This could take up to 3 lessons.

Extension work for G & T

Create a visitors guide to your church. Include a history and a tour of the items of religious worth in your church. The Library and internet will help you gain the information needed.

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Lesson 10 – Comparing 2 dominations of church buildings.

Aim To compare different denominational buildings.

Objectives To enable pupils to

1. Know that there are different groups of Christians. (*all pupils*)
2. Understand these groups have a slightly different place of worship. (*most pupils*)
3. Evaluate the need for different places of worship within the same religion. (*some pupils*)

Teaching strategies

1. Draw a tree on the board and call the trunk 'Christianity'. Explain that within Christianity there are different groups that worship God differently these are called denominations.



Pupils are to copy this picture.

2. Give out the picture of the two churches and answer the questions. After they have done this they can compare these two churches with their own from the sister act lesson.
3. A conclusion could be to make a list of 10 things Christians get from going to church.

Extension work from G & T

Go to the library and get pictures from different denominations and make a collage of these.

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Lesson 11 – Christianity, signs and symbols

Aim To explore the symbols relating to Christianity and the history connected to them.

Objectives To enable pupils to

1. Know that the Christian faith has many symbols. (*all pupils*)
2. Understand the history surrounding the fish. (*most pupils*)
3. Evaluate the significance of the early Christians use of symbols. (*some pupils*)

Teaching strategies

1. Identify some symbols used in everyday life. Draw them on the board and the pupils are to copy them down and write their meaning underneath it and explain where they are likely to find it.

Within these symbols put the cross and fish.



2. The origins of these symbols are in the Sue Penny Christianity books. Ensure that the pupils fully understand the significance of the fish, and how it was a secret symbol in the times of the Romans. (Link to history).

Task – Create a poster that could have been out at the times of Nero, AD 64.

WANTED

**Christians
by order of
Nero**

This poster should explain what to look for – the fish on the door. The Christian beliefs and what they worship .

You could issue a reward for their capture.

These can be made to look old.

Extension work for G & T

Find out about what the Romans did to Christians if they found them worshipping their own God. Write an essay on this.