## YEAR 4 Unit B2 - The Church - a Christian community

### Teacher's note:
This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been rewritten by an Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning about and learning from religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Christianity programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a **major** focus, other content is a **minor** focus. A **minor** focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs.

### Enfield Agreed Syllabus 2012 - KS2 Christianity programme of study:

- **make connections between Jesus’ teachings, events from his life, and the Christian belief that God is loving and forgiving** eg teachings: the Lord’s Prayer; parables: the Prodigal Son, the Lost Sheep; events: the Nativity, Easter
- **make connections between stories Jesus told and events from his life, and Christian beliefs that people should love and serve others** eg the Good Samaritan; Jesus washing his disciples’ feet
- **make connections between how Christians celebrate Easter and the events in the last week of Jesus’ life**
- **make connections between the Christian celebration of the Eucharist/Holy Communion and what Jesus said and did at the Last Supper**
- **make connections between the Christian celebrations of Advent, Lent, Ascension and Pentecost and Christian beliefs about the person and work of Jesus Christ and the Holy Spirit**
- **make connections between the Bible, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives**
- **make connections between the Christian ceremony of baptism and Christian beliefs about the purpose of membership of the church in the local community and the world**
- **make connections between Christianity and other religions in relation to, for example, Jesus’ teachings about loving God and loving others, which motivate individuals, Churches and Christian aid agencies (eg Christian Aid, CAFOD, TEAR Fund)**
- **make connections between the different traditions within worldwide Christianity and recognise similarities and differences eg forms of worship in the Catholic, Orthodox and Protestant traditions**
- **make connections between Jesus’ command to go out into the world and make disciples of all nations, and the Christian practice of Mission**
- **make connections between an awareness that there are Christians of many nationalities, races and cultures within Britain and around the world and their unity in the Church**
- **make connections between what the Bible teaches about God (Father, Son and Holy Spirit), and how this is expressed in worship and prayer, eg the Lord’s Prayer, psalms, songs**
- **make connections between the commemoration, worship and teaching, which occur at Christian festivals, and the Bible**
- **make connections between the belief that service to others is service to God, (ie Jesus’ commandment to love God and love your neighbour), and its implications for how Christians should respond to others**
- **make connections between the resurrection and ascension of Jesus and Christian belief in life after death**

### Teaching and learning should involve pupils in developing the skill of:
- using specialist vocabulary in communicating their knowledge and understanding of Christian beliefs, teachings, practices and symbols

### Teaching and learning should involve pupils in using and interpreting:
- a range of sources including the Bible, stories from the Christian tradition, poetry, songs, pictures, artefacts and Churches, the media and the ICT/internet, to gain knowledge and understanding of Christian beliefs, teachings and practices
**LEARNING OBJECTIVES**

Children should learn:
- what is included in belonging to a community
- that religious people feel they belong to a family or community

religious communities have ways of showing that members belong

that some Christians baptise their babies as a sign that they belong to the Christian community

that some Christians baptise people only when they are old enough to understand and choose it for themselves

for those baptised as babies there is usually a ceremony when they are older to reaffirm the baptismal promises ('confirmation')

**LEARNING OUTCOMES**

**I can:**
- draw on own experience to identify what it means to belong to a community
- explain how some Christians welcome babies and adults into the Christian community
- explain some of the significance of baptism for Christians

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**TEACHING ACTIVITIES**

**SESSION 1 Whole class:**

- Who belongs to a club/group out of school? What clubs do you belong to? What does your club/group do?
- What do you have to do when you become a member?
- What signs are there that show you belong?
  - eg wear a uniform, make promises, behave in a particular way, practise new skills

*Do you enjoy being part of - 'belonging' to - a group or club?*

Pathways of Belief – use either the video (if you have it) or the online clip about belonging (see Resources)

Now show the words of the song ‘Belonging’ (used throughout the video Pathways of Belief, Christianity - The Church) on an OHP or flip chart. Look at the words of the chorus. They sing about belonging to a “family of God, a family of friends.” *Where does this ‘family’ meet? Is everyone in this family the same?*

Look at the words of verse 2. *What is the name of the ceremony that happens to some Christian children when they are babies? What do parents promise to do for them? Why was that ceremony important?*


*Did any of you notice that some people are baptised when they are older and understand the promises they make for themselves? (This is called ‘believers baptism’). Why do you think they might want to do that?*

Show the RE Quest clip of some adults explaining why they have been baptised: Video of believers baptisms & testimonies (2:08) [http://request.org.uk/life/2013/06/17/believers-baptism/](http://request.org.uk/life/2013/06/17/believers-baptism/)

*Do any of you know what the ceremony is called when those baptised as babies want to make the promises for themselves? (This is called ‘confirmation’). It is a chance for people who were baptised as babies to say publicly that they agree with the promises made for them then. This very short video clip shows you what the ceremony looks like in an Anglican (Church of England) church.*

Show the RE Quest clip of confirmation: What is confirmation? (0:43) [http://request.org.uk/life/confirmation-life/2013/09/02/confirmation-video/](http://request.org.uk/life/confirmation-life/2013/09/02/confirmation-video/)

**Individual activity:**

On a prepared sheet (see Teachers’ note and attached example) children write in ‘Baptism’ box to explain what happens at baptism. Read through & model sentences to use on worksheet.

**Extension activity:**

A group prepares a baptism display, setting out the artefacts and writing labels to explain how they are used.

**POINTS TO NOTE**

This session and the next one draw on the full Pathways of Belief Video. If you do not have access to that, Session 1 can be adapted as suggested using the clips on the Pathways of Belief web site, but Session 2 will need to be replaced with the alternative session.

**Resources:**

Either: Video: BBC Pathways of Belief, Christianity (the Church) In the video we are going to watch, Chi, a Christian girl from Vietnam tells us what it means to her to belong to a church. It’s a Roman Catholic church, are any of you Roman Catholics?

Show the video Pathways of Belief, Christianity - The Church. Stop immediately after Chi’s baptism when the candle is handed over to her parents and they promise to help her be a Christian.

Or: Pathways of Belief clip: The Bible and baptism (3:15) [http://www.bbc.co.uk/programmes/p0114j6m](http://www.bbc.co.uk/programmes/p0114j6m) The importance of the Bible and baptism for Christians. Matthew, a Christian, describes how the Bible is very important to his family and other people of his faith. We also find out about how churches may look different, but the celebrations inside are the same, including weddings and baptism. Baptismal promises are compared to the promises made by Matthew when he joined the Cub Scouts.


Video of believers baptisms & testimonies (2:08) [http://request.org.uk/life/2013/06/17/believers-baptism/](http://request.org.uk/life/2013/06/17/believers-baptism/)

What is confirmation? (0:43) [http://request.org.uk/life/confirmation-life/2013/09/02/confirmation-video/](http://request.org.uk/life/confirmation-life/2013/09/02/confirmation-video/)

Artefacts: candle, baptism robe, baptism cards, certificate, poster showing baptism

Posters: Living Religions - Christianity Publ Nelson

**Teachers’ note:**

For Christians, the church is more than a building. It is a community of believers who come together for worship and putting their beliefs into practice in educational and social activities.

**Notes to accompany the video:**

- The community in Chi’s church is multi-racial reflecting the worldwide nature of Christianity
- For Chi, belonging to God’s family is all about being like Jesus
  - loving one another, being friends
  - sharing (Jesus showed how to share)
  - saying sorry and forgiving (Jesus showed how to pray)

- Key features of the baptism include
  - signing with the cross
  - symbolic ‘washing’ with water
  - white garment to symbolise forgiveness and a new beginning
  - lighted candle to symbolise the light of Christ
  - promises made by parents to help the child grow up as a Christian

This very short video clip shows you what the ceremony looks like in an Anglican (Church of England) church.


Individual activity:

On a prepared sheet (see Teachers’ note and attached example) children write in ‘Baptism’ box to explain what happens at baptism. Read through & model sentences to use on worksheet.

**Extension activity:**

A group prepares a baptism display, setting out the artefacts and writing labels to explain how they are used.
**WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN COMMUNITY?**

How do Christians show that they belong to a Christian community?

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| **Children should learn:**
Christians call the Christian community ‘the Church’
for Christians, belonging to the Christian family, the Church, includes trying to live like Jesus and is more than initiation rites and ceremonies
For Christians, prayer is an opportunity to express concern for other people and to ask God to be involved.
many Christians share a special meal together to remember Jesus’ death for them and the way they belong to each other because of him. | **SESSION 2**
Whole class:
On the OHP show again the words of the song ‘Belonging.’
What happens to Chi to show that she belongs to the Christian community?
Return to the Pathways of Belief video and show it from the point where it was halted in Session 1 (beginning of children’s prayers). Stop at the end of the section on Liz and The Fireside Centre
What do each of the children pray for?
What do their prayers show about Christian belief?
How can people help the sick, the homeless, people without a friend?
How does Liz help others?
How does belonging to the church family help Dolores?
How does Dolores say she helps other people?
**Individual activity:**
(On the prepared sheet started in Session 1.)
In the boxes for Dolores and Liz children list how Liz helps others to feel they belong and how Dolores is helped by belonging.
**Whole class:**
Watch the final section of the video which shows Chi’s first holy communion. (this will be explored in the next session)
When Chi was a baby her parents made promises for her at her baptism. Now she is older she can do things for herself to show that she belongs to the church family. Another word to describe this is community. Chi belongs to a Christian community. Christians also call their community ‘the Church’. The Church doesn’t just mean a building, the more important meaning of the word ‘Church’ is community or family. Christians all over the world belong to the family or ‘Church.’
As a class discuss what are some of the things Chi does to belong. The class can decide what to write, the teacher scribes and the children copy into their last box. | Resources:
Video: BBC Pathways of Belief,
Christianity (the Church)
Teachers’ note:
The children in the video pray for:
• families
• the sick and those who care for the sick
• people without work, food homes
Chi ‘belongs’ to a Christian church family:
• her family made promises for her as a baby
• she takes steps for herself in her ‘journey of faith’ eg taking first holy communion
• she learns about the values of her Christian community and has to try to live by them
• she takes part/joins in and celebrates together with her community eg saying the Lord’s Prayer, communion, festivals

**LEARNING OUTCOMES**

I can:
demonstrate knowledge and understanding of what is involved in belonging to a community, including a religious one
give some examples of what might be involved in belonging to a Christian community
explain the two meanings of the word ‘church’
### Enfield Scheme of Work

#### WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN COMMUNITY?

**How do Christians show that they belong to a Christian community?**

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<td><strong>ALTERNATIVE SESSION 2</strong></td>
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<td>Christians call the Christian community 'the Church' for Christians, belonging to the Christian family, the Church, includes trying to live like Jesus and is more than initiation rites and ceremonies. For Christians, prayer is an opportunity to express concern for other people and to ask God to be involved. Many Christians share a special meal together to remember Jesus' death for them and the way they belong to each other because of him.</td>
<td><strong>Whole class:</strong> On the OHP show again the words of the song 'Belonging.' How do Christians show that they belong to the Christian community? There are many different Christian communities, and they may do things in different ways. But all of them will have some things in common, and will do some of the same things. Can you think of examples? • Baptism (was covered in Y2 and has just been revisited last session) • Holy Communion (was mentioned in Y3B2 optional unit, and will be covered in this unit) • Bible reading (was mentioned in Y2 and Y3) • Prayer (will be covered further in the next session) • Trying to live like Jesus (is covered further here and in Y5) We are going to listen to a few songs which bring out some of what being a Christian means for them. So as you listen, try to work out what aspect of Christian life is being sung about. <strong>Play the song 'We wanna be like Jesus'</strong> <a href="https://www.youtube.com/watch?v=4c-YJwuZG6s&amp;index=5&amp;list=PL0231B926DC7DAECF">https://www.youtube.com/watch?v=4c-YJwuZG6s&amp;index=5&amp;list=PL0231B926DC7DAECF</a> This song gives many real-life situations in which children might find themselves, and challenges them to think how Jesus would react.</td>
<td><strong>One more step along the world I go</strong> <a href="https://www.youtube.com/watch?v=iQRyKMsp3pY">https://www.youtube.com/watch?v=iQRyKMsp3pY</a> <strong>We wanna be like Jesus</strong> <a href="https://www.youtube.com/watch?v=4c-YJwuZG6s&amp;index=5&amp;list=PL0231B926DC7DAECF">https://www.youtube.com/watch?v=4c-YJwuZG6s&amp;index=5&amp;list=PL0231B926DC7DAECF</a> <strong>Prayer is like a telephone</strong> <a href="https://www.youtube.com/watch?v=7rw4pQKOgWw&amp;list=PL0231B926DC7DAECF&amp;index=12">https://www.youtube.com/watch?v=7rw4pQKOgWw&amp;list=PL0231B926DC7DAECF&amp;index=12</a> <strong>When I needed a neighbour were you there</strong> <a href="https://www.youtube.com/watch?v=B7a7LdgRh-k">https://www.youtube.com/watch?v=B7a7LdgRh-k</a></td>
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<td><strong>Learning outcomes</strong></td>
<td><strong>Teachers' note:</strong></td>
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<td><strong>I can:</strong> demonstrate knowledge and understanding of what is involved in belonging to a community, including a religious one give some examples of what might be involved in belonging to a Christian community Describe what Christian prayer might include explain the two meanings of the word 'church'</td>
<td></td>
<td>The focus of this session is the communal activities of the church; what it means to be a part of the church 'family'. If the optional additional module in Y3 has been done, the children will be aware of some practices in a variety of Christian traditions. They should however be able to identify common factors such as: • Baptism • Holy Communion • Bible reading • Prayer • Trying to live like Jesus</td>
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**Resources:**

- One more step along the world I go [https://www.youtube.com/watch?v=iQRyKMsp3pY](https://www.youtube.com/watch?v=iQRyKMsp3pY)
- We wanna be like Jesus [https://www.youtube.com/watch?v=4c-YJwuZG6s&index=5&list=PL0231B926DC7DAECF](https://www.youtube.com/watch?v=4c-YJwuZG6s&index=5&list=PL0231B926DC7DAECF)
- Prayer is like a telephone [https://www.youtube.com/watch?v=7rw4pQKOgWw&list=PL0231B926DC7DAECF&index=12](https://www.youtube.com/watch?v=7rw4pQKOgWw&list=PL0231B926DC7DAECF&index=12)
- When I needed a neighbour were you there [https://www.youtube.com/watch?v=B7a7LdgRh-k](https://www.youtube.com/watch?v=B7a7LdgRh-k)
### LEARNING OBJECTIVES
Children should learn:
- That Holy Communion is a symbolic shared meal for Christians
- That belonging involves both meeting together as a community and serving each other and the wider community
- That different Christian communities express this in different ways

### LEARNING OUTCOMES
**I can:**
- Describe the Bible story of the 'Last Supper'
- Explain that in Communion, Christians express their belief that Jesus’s death saves them from God’s judgement
- Demonstrate knowledge and understanding of the significance of the Christian communion meal

### TEACHING ACTIVITIES
**SESSION 3**
**Whole class:**
Start with a game which illustrates the concept of being safe if you are ‘marked’: eg. Seated round the carpet, Have a bag full of small pieces of paper. Some are blank, some marked with an ‘X’. Explain that each of them will draw a piece of paper from the bag, and look at their piece secretly. Then the ‘angel’ in the middle of the circle will turn round and when they stop, point at someone who will then reveal their piece of paper. If it is blank, they will ‘die’; if it has a cross, they are safe and can join the teacher in the safe place (they will probably enjoy ‘dying’ as much as being saved, but the point is to illustrate belonging and safety). Once everyone has been ‘sorted’, those who are safe can mime having a party together.

The teacher then recap with the children what has been seen in the previous sessions of this unit.

**What are some of the activities we saw Christians involved in inside the church building?**

*If you have watched the full Pathways of Belief video: What are some of the activities we saw Christians involved in outside the church? One of the last things we saw was when Chi took her first holy communion.*

This session explores the Bible story behind the 'fellowship meal', which is also called Holy Communion or Eucharist. Christians believe that when they take communion they are remembering why Jesus died, they are showing that they belong to each other as a Christian family, and they are obeying Jesus’s command. Different Christian traditions celebrate communion in a variety of ways.

The teacher reads the story of the ‘last supper’ from Luke 22:7-20

**What was the meal they were eating together? Does anyone know what it celebrated? (Some children may know this, but the module on Judaism: Pesach is not until Y5B2. Passover celebrates when God rescued his people from slavery in Egypt. A lamb was killed and its blood put on the doorpost to save the people in the house from the angel of death, who ‘Passed over’ them.)**

What did Jesus say about the bread? (This bread is my body that I am giving for you. Eat this to remember me).

How do we know Jesus expected to die? (he talks about not celebrating another Passover meal, and that his blood will be poured out.)

Jesus says ‘This wine represents the new agreement from God to his people. It will begin when my blood is poured out for you’. Christians believe that when Jesus died he saved them from the punishment they deserve. Jesus’ blood, like the blood of the lamb on the doorposts in the Exodus story of the Passover, shows them that they are God’s people and safe from his judgement.

**Group activity:**
In small groups, create a collage or poster illustrating Christian beliefs about Communion. The children can be prompted by the following questions:

- **What is the connection with the Passover?**
- **Why is it called a ‘fellowship meal’? What does the meal consist of?**
- **Why do Christians keep on celebrating Communion, whereas some other ceremonies (eg. Baptism) are only done once?**

### POINTS TO NOTE
**Teachers’ note:**
Holy Communion/ The Eucharist / The Lord’s Supper is a central focus in Christian worship. In it,

1. Christians remember why Jesus died. They believe that his death, like that of the Passover lamb, averts the judgement of God from his people.
2. Christians express their sense of belonging to each other (for example, sentences are used in some traditions such as ‘You are the body of Christ; in the one bread we all share in the one body’). From the earliest times it has been described as a fellowship meal.
3. Christians believe they are obeying Jesus’s command, and witnessing to their beliefs, as they celebrate this ‘meal’.

Different traditions vary widely in how they celebrate it, and have differing beliefs about what actually happens. Some use baked bread and wine; some wafers, some grape juice, some use a common cup, others have separate glasses for each communicant, and in some traditions only the priest drinks the wine. Some traditions would expect members to take communion every week, others much less frequently in order to retain its significance and not take it for granted. Some believe the consecrated bread and wine physically become Christ’s body and blood; others view its significance purely spiritually.

**Resources:**
**WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN COMMUNITY?**

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<td>Teachers’ note:</td>
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<td>That there are many different Christian traditions</td>
<td><strong>Whole class:</strong></td>
<td>The purpose of the initial exercise is to illustrate that different people have different tastes and habits, which may be to do with their age or what they are used to from their home. This understanding is then applied to the variety of worship in Christian traditions.</td>
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<td>That Christian worship usually involves Bible reading and prayer</td>
<td>We are going to start with a game which points out that although we are all different, we may be like some people in some things, but different in others.</td>
<td>The children who attend a church may not be aware of the broader tradition (denomination) to which their church belongs, though it may be clear from its name, eg. ‘Enfield Evangelical Free Church'; ‘Enfield Baptist Church’. Even within those denominations there may also be wide differences in practice (this is especially true of Anglican churches).</td>
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<td>That music is used in Christian worship</td>
<td>Ask the children to stand up/sit down to indicate eg. if they have brown eyes; a sister; if they like chips, if they are a person, if they are wearing blue; if they had cornflakes for breakfast; if they speak another language at home.</td>
<td>Resources:</td>
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<td>Some of these things were true for everyone. Some were true for you because of your home and family. Some are true just because you chose it yourself.</td>
<td>Pathways of Belief: Worship in a Christian church (1:30) <a href="http://www.bbc.co.uk/programmes/p018zed1">http://www.bbc.co.uk/programmes/p018zed1</a> Worshippers at a modern evangelical (Pentecostal) Christian church explain how music helps them to connect with Jesus’ gospel messages.</td>
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<td>First of all, let’s just remind ourselves what things we have learned about which would be the same for all Christians. What do all Christians believe? (eg. Jesus is God’s Son) What do all Christians read? (the Bible) What do all Christians celebrate? (baptism and communion) What do all Christians do in their services and at other times? (singing and prayer)</td>
<td>The Lord Bless you and keep you (2:24) <a href="https://www.youtube.com/watch?v=lZN1mryHEnQ">https://www.youtube.com/watch?v=lZN1mryHEnQ</a> a recording from Westminster Abbey in the presence of HM the Queen</td>
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<td>We are now going to watch a video clip of a bit of a Pentecostal church meeting, to see something which they may do differently from some other Christians.</td>
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<td>Watch POB Worship in a Christian church (1:30) <a href="http://www.bbc.co.uk/programmes/p018zed1">http://www.bbc.co.uk/programmes/p018zed1</a></td>
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<td>How did these people say music helped them? If you go to a church, is your music anything like that?</td>
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<td>Do you like this sort of music? How does it make you feel? What sort of music do you like?</td>
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<td>These churches use different music because of the history of their tradition.</td>
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<td>Brainstorm onto the board a diagram which summarises the learning in a central circle that all Christians read the Bible and pray and use music. You may want to record around the edge of this the number of children who identify themselves with various Christian traditions or with particular congregations, and ask them to suggest a response to 'My favourite part of the service at church is...’ or to identify a song they sing.</td>
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**LEARNING OBJECTIVES**

**What does it mean for Christians to belong to a Christian community?**

- Children should learn:
  - what belonging to the church family means for Christians
  - what belonging to the church family means for Christians, belonging to the Christian family, the Church, includes trying to live like Jesus
  - that different Christian communities express this in different ways

**LEARNING OUTCOMES**

- Children should learn:
  - what belonging to the church family means for Christians
  - that belonging involves both meeting together as a community and serving each other and the wider community
  - that different Christian communities express this in different ways

**TEACHING ACTIVITIES**

**SESSION 5**

The teacher and children recap what has been learnt in the previous sessions of this unit.

- What are some of the activities we saw Christians involved in inside the church building?
- What are some of the activities we saw Christians involved in outside the church?
- What do these activities show about Christian beliefs?
- Have any of the children in the class been involved in or seen any of these activities? Is it the same in your community, or what differences did you notice?

The teacher could browse a few local church web sites to investigate the activities of Christians in the local community.

To illustrate the importance to Christians of social concern, play the song ‘When I needed a neighbour’ When I needed a neighbour: https://www.youtube.com/watch?v=67a7LdgPh-k&index=17&list=PL0231B926DC7DAECF

- What does this song show about Christian beliefs?

**GROUP ACTIVITY:**

Children prepare interview questions to ask on a visit to or by a member of a local Christian community (eg a vicar) about what it’s like to belong, how and why they celebrate communion, how they worship, and what her/his church does to help people.

**WHOLE CLASS:**

The teacher selects and sequences the interview questions.

The teacher prepares the class to show appropriate courtesy to the visitor and respect for her/his beliefs.

**POINTS TO NOTE**

Teacher’s note:

This activity should assess what children have learnt so far in the unit. Their questions should be informed by and relevant to what they have previously seen on the video.

Children should be aware that their visitor may represent a different type of Christian community from the one featured on the video eg Methodist rather than Roman Catholic and that they may do things differently.

The children in the class may provide a resource for exploring the different Christian traditions. It is likely that social concern will also be recognised as a part of the responsibility of other faiths, so the children may need to be encouraged to focus on the commonalities and differences within Christianity.

Questions might include:

- What project does your church have to help others?
- How do people become members of your church?
- What things do you pray about?
- What is your weekly ‘timetable’? Why do you do what you do?
- How do you pay for the things you do?
- What sort of music do you have in your services?
### LEARNING OBJECTIVES

**Children should learn:**
- about the sort of things found in church buildings
- that religious buildings, objects and symbols have meaning for their users
- what Christians do during church services reminds them of Jesus and his teachings
- for many Christians church buildings are special/sacred places
- Christian belief is expressed in social concern and outreach

### LEARNING OUTCOMES

**I can:**
- identify some key objects and symbols found in churches
- make links between some objects, symbols and words used in worship and Christian belief
- reflect on the ways in which a church is special to Christians
- Describe how Christian belief can be expressed in action in the community

### SESSION 6

Visit to (or by) a member of a local Christian community (eg a vicar) who has been well primed to talk about

- belonging to a Christian community
- how they celebrate communion
- what that community does to serve others
- what their motivation is as a Christian for these activities (ie their beliefs underpinning their actions)
- They might also be invited to explain the Lord’s Prayer.

Individual children could take photographs/video of their visitor as a record of the visit and for display.

After answering the children’s prepared questions, the visitor might talk about the church building which the class will be visiting. This is an opportunity to introduce the class to some of the features of the building, to identify things the children should look out for and to explain how they will be expected to behave.

On entering the church ask all the children to sit down, to be silent and to look around slowly and carefully. Children are given an opportunity not just to look at what is there but to reflect on the experience of being in a church.

Split into two groups if possible each with a guide.

Groups focus on:
- how the community worships and what things it uses in its worship, including the Lord’s Prayer and why it is so important for Christians
- activities in which the community is involved

Pupils representing each group should be briefed to take photographs/video and sketches of key artefacts, and where possible to take back materials relating to the activities offered.

The church web site may provide a source of photos and information.

Individual activity: Worksheet to be used as a framework for note taking at the end of the visit

### POINTS TO NOTE

Visitors should be briefed about
- the age and ability of the children and the need to pitch their language appropriately
- what the children have already learnt/will be covering in this unit
- the objectives for this lesson
- the cultural, ethnic and religious composition of the class
- the nature of non-denominational RE ie their visit should not be intended to convert

Ensure that the children are properly briefed about appropriate behaviour. Include information about where children shouldn’t go unless invited to do so by the hosts eg behind the altar rail.
### LEARNING OBJECTIVES
Children should learn:
- collect information from a variety of sources and present in a simple format

### LEARNING OUTCOMES
I can:
- identify and communicate features of belonging to a Christian community

<table>
<thead>
<tr>
<th>What is a Christian church community about?</th>
<th>TEACHING ACTIVITIES</th>
<th>POINTS TO NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SESSION 7 Group activity:</td>
<td></td>
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<tr>
<td></td>
<td>Groups use their collections of photographs, sketches and notes to compile a collage or wall display, showing what a church community is all about</td>
<td></td>
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<tr>
<td></td>
<td>Copies of these might be sent to the church with a covering thank you note</td>
<td></td>
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</tbody>
</table>
BELONGING

The day that I was born
is the day I came to be,
I belong to Mum and Dad,
and all my family,
I belong.

Chorus
I belong to the family of God,
I belong to the family of friends,
I belong to everyone,
It's great to know,
To know that I belong.

The day I was baptised,
is the day I came to be,
I was welcomed to God's house,
by all his family,
I belong.

Today we come together
For our first Communion day,
Now Jesus will be in us,
showing us the way,
to belong.

From:
BBC Pathways of Belief, Christianity - The Church
<table>
<thead>
<tr>
<th>WHAT DOES IT MEAN TO BELONG TO A CHRISTIAN COMMUNITY?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BELONGING TO A CHRISTIAN COMMUNITY</strong></td>
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</table>

<table>
<thead>
<tr>
<th>At baptism the priest...</th>
<th>To show that she belongs to the Christian family Chi.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>At baptism promises are made to...</td>
<td></td>
</tr>
<tr>
<td>Some of the symbols of baptism are...</td>
<td>Which reminds Christians that....</td>
</tr>
<tr>
<td>Which reminds Christians that....</td>
<td>Chi thinks that belonging to God's family is about...</td>
</tr>
<tr>
<td>Before a baptism, people are asked if they turn away from living their own way and want to live God's way. For a baby, the people who answer are...</td>
<td></td>
</tr>
<tr>
<td>For a baby, the people who answer are...</td>
<td></td>
</tr>
<tr>
<td>For adults, the people who answer are...</td>
<td></td>
</tr>
<tr>
<td>Liz helps other people to feel they belong by .......</td>
<td>Belonging to the Christian family helps Dolores.......</td>
</tr>
</tbody>
</table>