



Teacher note:
The Owl in the text is a prompt to allow him to ask the question or invite children's questions.



Key Stage 2

Medium Term Planning

Year: 5		Term: Autumn 1
Theme: Prayer and Worship		Religion: Hinduism
Key question for this enquiry: What is the best way for a Hindu to show commitment to God?		
Learning Objectives: We are learning to understand how Hindus show their commitment to God and to evaluate if there is a best way.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Teacher to take the children through a short stilling exercise using their breathing to quieten the mind and a short visualisation. Children to write their own stilling exercise (visualisation) on the theme of feeling peaceful. Refer to Calm Me time if you are using Jigsaw PSHE www.jigsawpshe.com		Step 1 Engagement (1 lesson) Introduce Auberan Owl 🦉. He is here to ask us challenging questions and we can ask him any questions we like. Give children envelope cards (Print from Discovery CDrom/USB). Children to be given a topic to debate e.g. everyone should be vegetarian. Children to then have key facts and information to sort in groups according to the pros and cons of being vegetarian. Class to then be split in half, one side for and one side against vegetarianism and debate the topic using the given information they have sorted. At end of session, teacher to ask the children whether they feel committed to the topic debated. How strongly do you feel towards being/not being a vegetarian? Are you committed to the cause? What does commitment mean? What does Auberan Owl 🦉 think?
Step 3 Evaluation (1 lesson) 🦉 Qu: Which ways have we learnt that a Hindu shows their commitment to God? Teacher to scribe the children's ideas. Introduce key qu: What is the best way for a Hindu to show commitment to God? Children to make a 'concertina' book for people just learning about Hinduism. Children to think about which practices show the most commitment and start with those and then work their way through the book, to those they think show the least commitment and give reasons why. On the other side of the concertina book children to think about the things they are most committed to personally and how they show this.		BRIDGE: LEVELS OF COMMITMENT
Step 2 Investigation (3 lessons) Explain to the children that Hindus are committed to God and show their commitment in different ways. Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. (This will be explored further in Spring 1.) For many Hindus, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe. (Teachers to choose aspects of this investigation to explore further.) Worship: share with the children a Hindu mystery bag containing 10 objects related to puja, or separate objects to be explored by each group. Children asked to explore these artefacts that are to do with Hindu worship. What do they think they might be used for? How should we treat it? Have you seen anything like this before? Children to watch BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD or www.bbc.co.uk/education/clips/zh2hyrd Puja – a form of Hindu worship and look for their object of worship in the home. Qu: Did you see your artefact? What did Hindus use it for? Qu: Did worship at home show a Hindu's commitment to God? How do Hindus worship and show devotion to the gods and goddesses? Children to watch worship in the temple and possibly make their own shrine/or have their own Puja (Information for teacher - www.howcast.com/videos/117058-How-To-Have-a-Puja-At-Home). www.bbc.co.uk/education/clips/zh734wx Worship in a Hindu Temple 🦉 Qu: Why did they treat their gods/goddesses in such a special way? 🦉 Qu: Does this show a commitment to God? Read the Hindu morning prayer the 'Gayatri Mantra' ('Let us meditate on the splendour of Savitri, the sun. May the sun god inspire our minds.') Explain that mantra is a short prayer. Discuss why Hindus might use this prayer. Qu: Does this show a commitment to God? Teaching on how to live your life: Qu: What is the Hindu way of life and how does this show their commitment to God? Hindus are given guidance as to how to live their lives through the Vedas which are the oldest religious texts in Hinduism and are the law. Most beliefs, concepts, and ceremonies are based on information contained in the Vedas. They cover various subjects from nature to everyday life and behaviour. Focus on one out of the four goals (purnushartha) - Dharma (teaching) - the code for leading one's life. www.hindukids.org. Children to explore some of these codes and Teacher to ensure children know that how Hindus live their lives is as important as worship. 🦉 Qu: Does following Dharma show commitment to God? Pilgrimage: Tell children story of the River Ganges as an important river to Hindus. Explain how it is a very significant river both for residents and pilgrims. Research where the river is and share facts (See planning Year 3: Summer 2 - River Ganges). What do Hindus do when they visit the river? E.g. collect water, offerings, cycle of life and death with people having their funeral service on the banks of the River Ganges, bathing. Discuss why people bathe in the River - wash away what I have done then I will be pure (cleansed). Pilgrimage in Hinduism www.bbc.co.uk/education/clips/zh9bd7hw Qu: Does going on a pilgrimage show a commitment to God?		
Evidence in Discovery RE Journals: Activity Sheet.		



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Key Stage 2

Medium Term Planning

Year: 5		Term: Autumn 2
Theme: Christmas		Religion: Christianity Concept: Incarnation
Key question for this enquiry: Is the Christmas story true?		
Learning Objectives: We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) 🦉 Qu: What is a story that you have learnt the most from and why? (Reinforcing that stories can be meaningful, whether they have happened or not!) ↑ Step 3 Evaluation (1 lesson) Children to complete the 4 boxes on the Activity Sheet. Recap on different types of truth. ↑		Step 1 Engagement (1 lesson) Auberon Owl 🦉 is dressed in a Christmas hat and has Christmas presents with him. Teacher to show the children a news clip showing an event that has happened. Children to watch with no sound and then on whiteboards have two minutes to write their eye-witness account. Teacher to ask for some of the accounts to be read out. Are the accounts the same? Why not? Children to watch the news clip again this time with sound. Qu: What happened? Does the version of events match your eye witness account? What's different and why? What's the same? So which of our accounts is true? What does true mean? Discuss how eye-witness accounts are subjective and even though we have all witnessed the same event, we each see things through our own lens. Activity: In groups children to have different newspaper articles and internet reports about the same events to see how they are the same/different. Discuss different types of truth e.g. historical, scientific, personal (beliefs). 🦉 Why are we thinking about different types of truth when we are about to study Christmas? Introduce Enquiry Question: Is the Christmas story true? BRIDGE: WHAT DOES 'TRUE' MEAN ↓
Step 2 Investigation (3 lessons) 🦉 Qu: What do you know about the Christmas story? Children to share their ideas and teacher to scribe, making a large brainstorm (including the date we celebrate Christmas). Teacher to show the children a selection of artwork, Christmas cards and advent calendars which show the nativity scene (with everyone present, including wise men, shepherds, etc.). Internet search for 'nativity scenes in art' for ideas. Read the children a very simplified version of the Christmas story which shows everyone in the stable at the same time. Qu: Who is present at the birth of Jesus? Why are they all there at the same time? Qu: Is this Christmas story true? Explain that we are going to investigate different accounts of the Christmas story in the Bible according to different people. Luke Ch 1: 26-38 and Ch 2: 1-20 Matthew Ch 1: 18 - Ch 2: 12 Class split in half and one half to have a copy of Luke's account to read and the other half to have Matthew's account. Children to read their account and then make a story map of the events that are told. Children to then pair up with someone with a different version and each read their story and show their partners their story map. In pairs they have a few minutes to note down the similarities and differences between the two accounts. Both groups to come back together and share their findings. Qu: Who's version of the Christmas story is true? Why? Why are there different versions? What type of 'true' is this? 🦉 Qu: If we are questioning who was actually present during the Christmas story and when they were there, what else might be true/not true? 🦉 Qu: Was Jesus really born on the 25th December? www.bbc.co.uk/education/clips/zshyr82 The first Christmas Introduce the key question: Is the Christmas story true? If we are questioning the factual side of the Christmas story, can it be true in a different way? Can stories and events have meaning i.e. can we learn from them even if they didn't happen exactly as recorded? Possible Christian visitor to answer the question of what does Christmas mean to them. Is Christmas true to them? How? Direct Teaching: Christians believe Jesus is the Incarnation of God on Earth. God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them (through his resurrection) that there is life after death. Come back to discuss different types of truth: historic/scientific/personal. Is one of these more important? Which type of truth can be applied to the Christmas story? Could do a simple experiment to discuss scientific truth.		
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Incarnation

The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans. From 'Understanding Christianity' Church of England



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Key Stage 2 Medium Term Planning

Year: 5		Term: Spring 1
Theme: Hindu Beliefs		Religion: Hinduism
Key question for this enquiry: How can Brahman be everywhere and in everything?		
Learning Objectives: We are learning to understand the Hindu belief that there is one God with many different aspects.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Show the children the Aum which is the main symbol of Hinduism and play them a recording of the Aum being chanted. It is the sound heard in deepest meditation and is said to be the name most suited for God. Hindus believe that the most basic sound is 'aum' and this is an echo of original creation. Children could try to meditate using the Aum sound. Activity Sheet 3: Window to the World Discuss the implications of believing that God is present in all creation. How should humans treat the world? Children find images of when people (Hindu and non-Hindu) seem to treat the world as though they believe Brahman is in everything, and other images when people are not seeing the world in this way. Stick images onto the Window to the World box. Share the images and write own views about this. Step 1 Engagement (1 lesson) Children make up an imaginary family for Auberon Owl. Name his family members. Make his family tree. What roles does he have in his family? Who are you and what do you mean to different people? E.g. daughter, sister, friend, Brownie, pupil, grand-daughter, etc. Children to have a photo of themselves replicated on the face of a cube and write on each photo, to show each role they have (Activity Sheet 1). Children to then put the net together to show the different sides of them. Do they behave differently/have different roles in each situation? Q: What is it that stays the same? Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are part of the same YOU. What is it about you that is inside the box that makes you YOU? What is the essence of you? How do you know? How is this seen in the different aspects of you?		
Step 3 Evaluation (1 lesson) Introduce key question: How can Brahman be everywhere and in everything? With the children discuss what is truth? Can we see it? Touch it? Explain it? Recap on Hindu beliefs about Brahman and the nature and purpose of the murtis/gods. Brahman as essence. Activity Sheet 2 Children do a piece of scaffolded writing: What or who do Hindus think Brahman is? Why are there so many gods in Hinduism? How can Brahman be everywhere and in everything? OR Activity Sheet 3 Window to the world (see step 4) My thoughts about Hindu Beliefs. BRIDGE: THE ESSENCE OF YOU		
Step 2 Investigation (3 lessons) Recap previous lesson and ask the children what makes you you? What makes you unique? What is the essence of you? Is there something of your parents/grandparents in you that has carried through generations even though you are unique? A child volunteers to sip a glass of water, closes eyes while you add lemon juice. Sips again with eyes closed. What does it taste of? Show the class the whole lemon: The taste is the essence of the lemon even though they can't see it. Explain that Hindus believe in a universal soul or God called Brahman. Hindus believe that there is a part of Brahman in everyone and this is called the Atman (like the essence of someone). Atman means 'eternal self'. It is often referred to as 'spirit' or 'soul' and indicates our true self or essence which underpins who we are. Q: Do you believe that there is a soul? For people? For animals? Explain to the children that Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses in their own right. These gods are sent to help people find/understand the universal God (Brahman). Show the children the three main Hindu deities (the tri-murti); Brahma - creator, Vishnu - preserver, Shiva - destroyer. Explain that these are the tri-murti and talk about what they represent. BBC Learning Clips: www.bbc.co.uk/education/clips/zh2b9j6 Hindu beliefs about God Children could think about how the tri-murti might look today to represent the same things now, and could draw/sculpt their version of one of these thinking about symbolism/colour, etc. Explain to the children that most Hindus have a personal god or goddess such as Shiva, Krishna or Lakshmi to whom they pray regularly. Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the Gods, e.g. Ganesha/Lakshmi. Reiterate that there is one God who Hindus see in many different forms and is called Brahman. The essence of each one is Brahman. Do children have any questions about this for Auberon? Write questions on envelope cards for Auberon to answer next lesson. Use envelope cards printed from the Discovery RE CDrom/USB. Q: What do Hindus teach their children about God? Using stories found in the Chadogya Upanishad (one of the Hindu holy books) teach the children the Hindu belief that Brahman is present in all things, e.g. the salt in the glass of water story or the fig seed. BBC Pathways of Belief DVD - Islam, Hinduism, Sikhism www.teachingideas.co.uk/search-site?ts=Hinduism Use DVD to show how Hindus use these deities at home/in the temple and in Puja. www.bbc.co.uk/education/clips/z6q6sbk or BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD Children to create a fact file about what Hindus believe about God in whatever media they choose. e.g. PowerPoint, leaflet, book, etc. Children to then present their work, showing what they have found out about Hindu beliefs in God.		
Evidence in Discovery RE Journals: Activity Sheets.		



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Key Stage 2

Medium Term Planning

Year: 5		Term: Spring 2
Theme: Easter	Religion: Christianity	Concept: Salvation
Key question for this enquiry: How significant is it for Christians to believe God intended Jesus to die?		
Learning Objectives: We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children to do some research on people who have had or have a strong purpose or sense of destiny e.g. Gandhi, Mother Teresa, Martin Luther King, Florence Nightingale, Prince William, The Queen. 🦉 Did these people plan their own lives or were their lives pre-destined? Do you have a plan or purpose for your life? What would you like to achieve? Children to draw and write their own dream/ambition/purpose. Link to Jigsaw: Dreams and Goals www.jigsawpshe.com if you are a Jigsaw School. Discuss that we can all achieve the goals we set ourselves. Do they agree? Where does destiny fit in? Is there such a thing? Can you shape your own destiny? Can you choose your purpose in life? Step 3 Evaluation (1 lesson) Recap on Investigation Lessons and invite the children to complete the questions on the Activity Sheet. 🦉 Qu: In your opinion does the evidence suggest that Jesus was aware He was going to be crucified? Qu: According to Christians why did Jesus stay in Jerusalem if He was aware He was about to die? Qu: Do Christians believe God intended Jesus to be crucified? Qu: What do YOU think about the Christian belief that the crucifixion and resurrection were Jesus' purpose? Qu: What would you ask Jesus about Holy Week if He were here? Step 2 Investigation (3 lessons) Recap previous lesson and discuss how Christians believe God had a plan for Jesus' life? Jesus' life had a purpose. 🦉 What do we know already about Jesus? Brainstorm and write up ideas. What do we think was God's plan was for Jesus' life according to Christianity? Christians believe that Jesus was the Incarnation of God sent to the Earth to show people how to lead good lives, to die as a sacrifice, so they could be forgiven and come back to life again to prove to Christians that they could also have life after death. What do you think of this plan, this purpose? What might it say about God? 🦉 Was Jesus aware of God's plan/His purpose? What evidence is there to show He was/wasn't aware of this during Holy Week? Using a story sack of props, teach children the main events of Holy Week over the 3 lessons, from Palm Sunday, Jesus teaching in the Temple, overturning the traders' tables, The Last Supper, bread and wine, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, four trials (Jewish council, Pilate, Herod, Pilate again), crucifixion, burial in tomb. Use Luke's Gospel Chs. 20-23. During each lesson as particular events during Holy Week are explored, children to vote on whether they think the evidence suggests this was either part of God's plan or a consequence of events that happened during the week, e.g. did Judas betray Jesus as part of God's plan or because he was jealous and wanted the bribe? Did Jesus spend time in the Temple teaching because it was part of God's plan or because the people asked him to? Did Jesus get angry in the Temple because he was afraid of what was about to happen or because he was angry with the traders for cheating people? Or was Judas' betrayal also part of God's plan for Jesus? In groups, children to examine texts on these questions from the Bible that give evidence for/against whether Jesus was aware of his impending crucifixion. Teacher to display the events of Holy Week pictorially as a large class time line and children to vote on whether each event was planned by God or has another explanation and label each picture accordingly. Qu: Can you think of any other evidence from what we know about Jesus that would show his life was planned by God? E.g. birth, miracles.		
Step 1 Engagement (1 lesson) 🦉 Qu: What do you have most control over in your life? Children to order events that have been given on a continuum according to those they have the most control over and those they have the least control over, e.g. friends, going to school, bedtime, what they wear, how they behave, etc. Qu: When would you expect to have complete control over your own life, a purpose for your life? Do you have a plan for your life? Children could make plan on a spiral, cut out and hung up. Teach children that some people believe there is already a plan for their life, which they have little control over. This is called destiny. What do they think about this? Other people have a strong sense of purpose in their lives but still believe they have choice or free will.		
BRIDGE: THE ESSENCE OF YOU		
Evidence in Discovery RE Journals: Activity Sheet.		

Teacher note: Salvation

Jesus' death and resurrection effect the rescue (or salvation) of humans. Christians say he opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.
From 'Understanding Christianity' Church of England



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Key Stage 2

Medium Term Planning

Year: 5		Term: Summer 1
Theme: Beliefs and Moral Values		Religion: Hinduism
Key question for this enquiry: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?		
Learning Objectives: We are learning to understand the impact of certain beliefs on a Hindu's life.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Produce a piece of creative work e.g. art/poem/collage/sculpture to express your own beliefs about what happens when the physical body dies. Present this to the class and share your views if you choose to. Auberon Owl 🦉 to praise and question. ⬆ Step 3 Evaluation (1 lesson) 🦉 Ask key question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Children make a mini board game to illustrate their understanding, collecting counters for good Karma losing them for negative Karma and building on the life experiences/choices cards from the Engagement lesson. ⬆		Step 1 Engagement (1 lesson) Lesson 1: Show the story book 'Slam' by Adam Stower, perhaps on Smartboard, following the consequences of a boy slamming the door and a ball falling off the roof - all told in pictures. (You could use another story where a chain of events is depicted). Discuss what the boy's actions were and the chain of events that followed. What consequences were experienced as a result of his actions when slamming the door? Were they positive or negative? Ask class to think about a time when they have done something positive or negative. What consequences did they experience as a result of their actions? (A good visual representation of this is to have the Mousetrap game set up and show the children how one thing leads to another as the ball makes its way round.) Activity: Children to have flowcharts on their table. Children to consider the consequences that follow the action and complete the flow chart, showing what the different choices could be. E.g. Sally is finding her homework difficult. What can she do? E.g. forget about it and go out with her friends/copy her friend's homework the next morning/ask her teacher for help/research her homework on the Internet, etc. Lesson 2: Children to have snakes and ladders game to play in small groups. Children to firstly play the game. Teacher to then explain that this game was originally a Hindu game and represents making good and bad decisions in life. Children to then be given some pre-written cards which have some good and bad actions/choices someone might make in a lifetime and what the consequences might be. Children to then make their own giant snakes and ladders game and use these ideas to play their own game, e.g. a good action results in going up the ladder and a negative action results in sliding down the snake and not getting very far in life. Can they relate this to the School Learning Charter, rewards and consequences?
⬆ Step 2 Investigation (3 lessons) Explain to the children that Hinduism has rites and ceremonies focusing on birth, marriage, and death and we will be learning about the Hindu beliefs of Karma, Samsara and Moksha. Refer back to previous enquiries on Hinduism (especially Autumn 1) to recap on how Hindus lead good lives) Use sources: Bhagavad Gita 2:11-13/The Upanishads. 🦉 Auberon Owl asks children what they learnt from the Snakes and Ladders game in Lesson 1. Recap on the previous game of snakes and ladders and its origins in Hinduism. Reiterate the idea that doing a good deed will bring rewards but Hindus believe it might not be in this lifetime. Teach children that in a lifetime, Hindus believe that people build up Karma, both positive and negative, based on their actions within that lifetime. This Karma affects their future lives and existences. People must take responsibility for their actions during this life time and the next, therefore a belief in Karma has an effect on how a Hindu behaves. Collecting positive karma is like going up lots of ladders... but where to? (See below: Moksha to Brahman.) Use story of Prince Rama as an example of doing one's duty and doing good deeds. Qu: How does a belief in Karma help Hindus lead good lives? Hindus believe that the soul passes through a cycle of successive lives and its next incarnation depends on how the previous life was lived. Hindus aim to live each life in a better way than the life before, with this current life being like a passageway between lives. Hindus believe that the soul is eternal and lives many lifetimes, in one body after another. The soul (atman) can be born in a human form, or that of a plant or animal, as all living things have a soul (Brahman in everything). Compare this idea of Samsara (reincarnation) with that of the Christian belief of life after death in Heaven. Children could show the contrasts by drawing a straight line to represent the Christian belief and label like a time line and draw and label a circle or spring to represent the Hindu belief of life and death. (Or children could do this kinesthetically by each group representing one of these concepts using the groups' bodies e.g. to make circles/chain of events/straight line with heaven/hell at the end.) The spiritual goal of a Hindu is to become one with Brahman (recap previous lessons on Hindus' belief in one God with many aspects). This freedom is called Moksha and until this is achieved, Hindus believe that they will continue to be repeatedly reincarnated in order that they work towards self-realisation of the truth, that nothing else but Brahman exists. Once Moksha is achieved through various routes, the soul (Atman) is released to be united with Brahman. Could children go back to their previous kinesthetic representations and add this? A Hindu visitor would be helpful here. 🦉 Discuss how Moksha can be attained by renouncing the world and becoming a sadhu and compare this with how Hindus can do this in their daily lives. www.bbc.co.uk/education/clips/z9bd7hy Hindu beliefs about life after death		BRIDGE: CAUSE AND EFFECT ⬇
Evidence in Discovery RE Journals: Activity Sheet/board game.		

Teacher note: Be careful not to over-simplify reincarnation. We don't want children thinking it is as simple as a 'bad' human being reincarnated as a spider etc. Emphasis should be on the migration of the soul.



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Key Stage 2

Medium Term Planning

Year: 5		Term: Summer 2
Theme: Beliefs and Practices		Religion: Christianity
Key question for this enquiry: What is the best way for a Christian to show commitment to God?		
Learning Objectives: We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.		
Teaching and Learning Activities		
Step 4 Expression (1 lesson) Children to write a poem titled 'Commitment is ...'. It can include what commitment means to them and (optional) what commitment means to a Christian. Do the children think that commitment is any of the fruits of the holy spirit e.g. love, kindness etc. Can we all take from Christianity some moral guidance on how to treat others and how to behave? Can people display the fruits of the holy spirit when they are not Christians? Step 3 Evaluation (1 lesson) Which ways have we learnt that a Christian shows their commitment to God? Children to have x10 post-its/slips of paper. On each one, they write a different way Christians might choose to show their commitment to God. Ask the key question: what is the best way for a Christian to show commitment to God? On the Activity Sheet 1 children Diamond 9 rank their post-its, stick in their books and write next to the top and bottom their reasons for why they have ranked these in those positions. Add: How would I choose to show commitment to God if I were a Christian? OR Answer the letter on Activity Sheet 2 pretending to be an agony aunt/uncle on a Christian children's helpline. (Maybe record/video children's answers.) Dear... I am a 10 year old Christian living in Poole. I have been going to church every Sunday with my mum since I was a baby. Lately I have started to find it a bit boring. I don't want to stop going as it would upset my mum. Is there another way I can show my commitment to God? Thank you....Christy		Step 1 Engagement (1 lesson) Children to be given a topic to debate by Auberon Owl e.g. Is it OK to tell lies? Class to be split in half, one side for telling lies and one side against telling lies and debate this. How committed are they to their view on this? Children to be given various situations involving lying - they stand on one side of the room if they think that in this situation it is 'OK to lie' and on the other side if they think it is 'not OK to lie' or anywhere in between if they are not sure. Tell children the story from 'The Hiding Place' by Corrie Ten Boom where one Christian woman decided to lie to the German soldier about Jews that she was hiding. This meant the Jews were safe. Her sister, another Christian woman, felt that she could not lie and this resulted in the Jews being arrested. However, the Jews later escaped. The woman believed that God would keep this woman safe due to her commitment to the truth. Explore children's thoughts. What would they have done? Is telling lies always wrong? How committed would you have been to telling the truth? Would that have been more important than saving someone's life? Commitment sometimes causes dilemmas and difficult decisions.
BRIDGE: DEGREES OF COMMITMENT		
Step 2 Investigation (3 lessons) Explain to the children that Christians are committed to God and show their commitment in different ways. One way is through following the Ten Commandments, one of which is 'do not lie' which we explored in the engagement lesson. Look at Ten Commandments (Exodus 20:2-17) in groups, children order according to which ones show most commitment to God. Feedback from children. Auberon Owl asks: Why does one show more commitment to God than another? Are any easier to follow? Why? Why do we have different views about which are more or less important than others? Look at Galatians 5:14 which states 'love your neighbour as yourself'. What does this mean? Who is 'your neighbour'? How easy do you think it is for Christians to do this? Look at Galatians 5:22-26 which states that if a Christian is committed to God and allows the Holy Spirit to live in them, they will be displaying love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control and not jealousy or conceit. Have these words on pieces of paper on the walls around the room - children to move round and write examples of what each might look like. Should only Christians try to behave in these ways? Are these behaviours that everyone should try to display? Explore Ideas. How easy is this to do? When would it be hard/easy? When would it take most commitment? Which are most important? Consider some famous Christians who dedicated their lives to helping others to show their love/commitment to God e.g. Martin Luther King/Mother Teresa, etc. Children do mini research on people who committed their lives to God by 'loving their neighbour'. May look at Christian Aid Week and see how this shows commitment to God, or other Christian charities or the work of the local church. A Christian visitor would be valuable here. Explain that many Christians show commitment to God by attending church every Sunday/worshipping God. (Possible visit to a church at this point.) Does attending church every Sunday show commitment to God? Can Christians still be committed to God if they do not attend church every week? Children to present arguments for and against this idea. (Year 4 Summer 2 enquiry recap here.) (Use 'Crossing the Bridges' materials from www.discoveryschemeofwork.com). Christians believe that praying to God shows commitment. Why do Christians pray? Explore Ideas, e.g. thanks, forgiveness, need help, etc. Is praying necessary to show commitment to God? The Lord's Prayer. Confirmation Ceremony/Adult Baptism. Christians also show commitment through taking communion. Watch www.bbc.co.uk/education/clips/zwd2hvt 'The Eucharist or Holy Communion' on BBC Learning clips. Why do Christians eat bread and drink wine? Explain that this helps Christians to remember Jesus dying for them on the cross and by taking communion it shows their commitment to God. Does taking communion show commitment to God? Explore the statement 'Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus'. What does this mean? Is it easy for a Christian to be like Jesus?		
Evidence in Discovery RE Journals: Activity Sheets.		