

Exemplar Material for a school with majority Christian pupils			<a href="#">Cluster Example 1</a>	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: <b>Commitment</b>
Disposition:		<b>Remembering Roots</b>		
Week	Date	Questions	Activities	Resources
1		<p>How do you remember special people places and events?</p> <p><i>Explore the value of collective remembering.</i></p>	<p>Ask the children to bring in baby photos or memorabilia.</p> <p>How do we remember personal events? (photos, albums, letters, keepsakes).</p> <p>Consider important days in our society. Some are religious but focus more on those that are not; e.g. Remembrance Day, bonfire night, Queen's birthday, Burns night etc. What happens to mark those events? Visit, real or virtual, one or more Birmingham monument. What do they commemorate?</p> <p>Discuss how remembering the past may encourage us to go forward? E.g. encouraged by past triumphs; taught by past mistakes; and warned by past experiences.</p>	<p>Links with '<a href="#">Faith makes a difference</a>' DVD:</p> <p>Film clip 17: Remembering Roots, Initial, Moving forward from looking back - start time on DVD 00:00</p>

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Week	Date	Questions	Activities	Resources
2		<p>Why is the past important to Christians?</p> <p><i>Explore the value of stories that tell us what God has done in the past.</i></p>	<p>Read the story of Noah (Genesis 6-8).</p> <p>Working in small groups, ask the children:</p> <p>to conclude why God decided to destroy the world (6: 5-8);</p> <p>Who God planned to save and why?(6:9 and 6:18-21);</p> <p>What was noticeable about Noah? (6:8, 6:22, 7:5, 8:20-21).</p> <p><i>The rainbow was God's sign that he would never again flood the whole Earth.</i></p> <p>Children can then write a newspaper report about Noah and the boat he was building miles from the sea.</p>	<p>Bible references: Genesis 6-8</p> <p><i>Hebrews 11</i> <i>Deuteronomy 31: 12-13 - Assemble the people. Remember what they have done in order to go forward.</i> <i>Exodus 14 - institution of the Passover meal links with the last supper. Remembering that Jesus was Jewish.</i> <i>Moses (Musa) and the rescue.</i></p>

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Week	Date	Questions	Activities	Resources
3.1		<p>Why is the past important to Christians?</p> <p><i>Consider how the lessons of the past and the promises which were kept in the past help us to go forward.</i></p>	<p>Thinking back to last week's lesson, some children could share their reports or simply discuss what Noah's neighbours would have thought when Noah built an extremely large boat miles from any water.</p> <p>Why would anyone put themselves in the way of such ridicule?</p> <p>Read Hebrews 11:7.</p> <p>In the light of the Hebrews passage, what do people today think of Noah?</p> <p><i>At the time of Noah, he was ridiculed and thought foolish but by the time the book of Hebrews was written (approx 70AD) Noah was clearly seen as a hero of faith. It was Noah's willingness to obey God, even though it seemed to the world around him to be foolish, that merits his name being in this list of honour.</i></p> <p><i>Continued on next page.</i></p>	<p>Bible references: Hebrews 11:7</p>

Year: Six

Term: Spring One

Unit: 3 weeks

Cluster: **Commitment**

Disposition:

**Remembering Roots**

Week	Date	Questions	Activities	Resources
3.2		<p>Why is the past important to Christians?</p> <p><i>Consider how the lessons of the past and the promises which were kept in the past help us to go forward.</i></p>	<p><i>Continued from previous page.</i></p> <p>Create a discussion about things that the children do which they think are right to do but attract ridicule or criticism. Eg. Attending school choir, music lessons, vegetarianism, going to church, early bedtimes etc.</p> <p>Will the things that attract ridicule now still attract ridicule or be of benefit in the future?</p>	

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Disposition:		<b>Being Courageous and Confident</b>		
Week	Date	Questions	Activities	Resources
1		<p>What is courage?</p> <p><i>Explore the idea of moral courage.</i></p>	<p>In Year 3, we thought about facing physical fears, e.g. dentist, spiders etc.</p> <p>Ask the children to produce a mind map of different kinds of fears, e.g. Being unpopular, unfashionable and different.</p> <p>Create a list of 'wrong things' e.g. shop lifting, bullying, keeping mum about someone else's wrong doing etc.</p> <p>Ask the children to rearrange the offences as things they would or wouldn't do in order to 'stay in' with their friendship group.</p> <p>Design posters to encourage pupils to be true to their values and ignore peer pressure.</p>	<p>Links with <a href="#">'Faith makes a difference' DVD</a>: Film clip 20: Being Courageous &amp; Confident, Initial, David wearing Kippa - start time on DVD 00:00</p> <p>Links with <a href="#">'Faith makes a difference' DVD</a>: Film clip 20: Being Courageous &amp; Confident, Initial, Street pastors - start time on DVD 01:16</p>

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Week	Date	Questions	Activities	Resources
2		<p>How were Sikhs brave during this festival? How do Sikhs show bravery today?</p> <p><i>Explore courage through the Sikh story of Baisakhi.</i></p>	<p>Recount the story of the first Baisakhi and what happened. (Year 3 and Year 4) Tell this and get some volunteers to re-enact the story.</p> <p>Write a newspaper account of the event. Pretend that you have interviewed one of the 5 volunteers who are called "Panj Pyare" meaning 5 blessed ones". How did they feel? Think of a headline to capture what happened.</p> <p>Research: A Sikh should only take Amrit when he/she is mature enough to realise the nature of the obligations and responsibilities that they will have to live up to.</p> <p>Discuss - What commitments should someone only undertake when they are mature enough to do so? Why do you think this?</p>	<p>Rites of Passage - Naming Ceremonies Mandy Ross 978-1403439895</p> <p>Life Times - Growing Up Anita Ganeri 978-0237518325</p> <p>Looking at Religion - My Sikh Life - Kanwaljit Kaur-Singh 978-0750249577</p> <p>Sikhs in Britain - Fiona MacDonald - 978-0749658830</p> <p>The facts about Sikhism - Alison Cooper - 978-07500251075</p>

**What happens today in an Amrit ceremony to remember these original events:**

During the Amrit ceremony, Sikhs make a formal oath to become a member of the Sikh brotherhood.

The ceremony ends as the initiate drinks Amrit (specially prepared holy water).

During this ceremony five older Sikhs are dressed like the Panj Pyare, as in the first Baisakhi.

They stir the Amrit in the bowl using a Khanda.

This is drunk and sprinkled on their faces.

The person promises to be a true Sikh and follow the teachings of the gurus.

She/he will always wear the five Ks.

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Week	Date	Questions	Activities	Resources
3		<p>How do people show bravery today?</p> <p><i>Explore courage through the Buddhist story of Angulimala and the Buddha.</i></p>	<p>Show newspaper clippings of people being brave in a variety of situations e.g. "Have a go heroes", volunteering, helping during disasters...</p> <p>What makes people do this and step outside their "normal" lives?</p> <p>Where does their courage come from?</p> <p>Read the The story of Angulimala and the Buddha (a summary of this is found on next page).</p> <p>How had the Buddha shown courage?</p> <p>When have you shown courage?</p> <p>How difficult is it to stand up and face something that is wrong?</p> <p>What do you have the courage to change in the world?</p> <p>How could you make it happen?</p>	<p>The summary of the story of Angulimala and the Buddha (found on next page).</p> <p>Faith Stories RE Today Publication ISBN 1-904024-23-8 <a href="http://www.retoday.co.uk">www.retoday.co.uk</a></p> <p>Clear Vision Trust The Monkey King and Other tales <a href="http://www.clear-vision.org">www.clear-vision.org</a></p> <p>The Buddha and the Terrorist: The story of Angulimala Satish Kumar and Clifford Harper ISBN: 1903998434</p>



### The summary of the story of Angulimala and the Buddha

Angulimala, an evil man, lived in the forest and collected people's fingers on a necklace around his neck. He was set the task to collect 1000 fingers by his teacher and only needed one more.

He ran after the Buddha when he entered the forest. The Buddha was walking calmly and no matter how fast Angulimala ran, he could not catch up with him.

The Buddha told Angulimala that he should stop what he was doing and his evil ways. He did and became a monk after the courage that the Buddha had shown.

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Year: Six	Term: Spring Two	Unit: 3 weeks	Cluster: <i>Compassion</i>	
Disposition:		<b>Being Regardful of Suffering/Being Merciful and Forgiving</b>		
Week	Date	Questions	Activities	Resources
1		<p>What hurts you?</p> <p><i>Explore different kinds of suffering and hurt of Jesus Christ on the cross, in the Easter story.</i></p> <p><i>NB. As it's SATs' time, only 3 lessons have been prepared covering 2 dispositions. However, you can obviously expand these to teach a lesson each week if your timetable allows.</i></p>	<p>Produce a mind map of things that hurt. Arrange them in order of severity. Would the children volunteer to undergo these painful experiences?</p> <p>Watch the Miracle Maker DVD portrayal of Jesus' crucifixion (revisited from Year 4).</p> <p>Read Mark 15: 1-41.</p> <p>On a photocopy, highlight the different punishments endured by Jesus. Emphasise that the worst punishment of Jesus was his separation from God.</p> <p>Group the punishments into those that were physical and those that were emotional (some were both).</p> <p>Ask the children to write either a sympathetic or disinterested bystander's account of the crucifixion.</p>	<p><a href="#">Miracle Maker DVD</a></p> <p>Bible references: Mark 15: 1-41</p>

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Disposition:		<b>Being Regardful of Suffering/Being Merciful and Forgiving</b>		
Week	Date	Questions	Activities	Resources
2		<p>What do Christians teach about Mercy?</p> <p>How did Jesus put others first?</p> <p><i>Explore the Christian view of mercy through the Easter Story.</i></p>	<p>In small groups, list the punishments we get for doing wrong at school, at homes and in society (e.g. missing playtime, being grounded, asbo). Discuss fitting the punishment to the crime using either word scenarios or pictures as stimulus material.</p> <p>Watch Aslan's sacrifice in the Lion, the Witch and the Wardrobe film. This is how a Christian author, C. S Lewis, illustrated the voluntary sacrifice of Jesus to save others from punishment.</p> <p>Ask the children:</p> <p>What did Aslan do?</p> <p>Why did he do it?</p> <p>Who did he do it for?</p> <p>What made him able to do it?</p> <p>Then ask the same questions of Jesus in respect of the Easter story.</p> <p><i>Christians believe Jesus (as portrayed by Aslan) was not defeated by death.</i></p> <p><i>Mark 16:1-8, Mark 8:31, Mark 16:12-14 and Mark 16:19</i></p>	<p><a href="#">The Lion, The Witch &amp; The Wardrobe DVD</a></p>

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Week	Date	Questions	Activities	Resources
3		<p>How do Christians put others first? How big is your love?</p> <p><i>The challenge for Christians is to show others the forgiveness and mercy that God has shown to them.</i></p>	<p>Thinking back to last week... How do children feel about someone being punished in their place? Possibly create a word bank.</p> <p>The way Christians respond to Jesus' act of mercy is by being forgiving and merciful themselves. Forgiveness is when the wrong that we have done is not counted against us and mercy is when we do not receive the punishment we deserve.</p> <p>Ask children to role-play situations where mercy may be shown. Have two endings and show both. Children complete a PMI (Plus, minus and interesting points) analysis on role-plays.</p>	

