

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
1		<p>Could we live without rules?</p> <p><i>Engage with the need of society for civil order.</i></p>	<p>Watch a short video clip of a castaway or a group of castaways arriving on a desert island.</p> <p>In small groups, draw up a list of rules for a society 'built from scratch'. Would the rules be any different if you knew you would be there: 4 months, 4 years, forever? Do the rules fall into groups? (e.g. People, property, position?) Which rules are most important? What behaviour would you expect if there were no rules?</p>	

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2		<p>What impact do the rules of Christians have on society?</p> <p><i>Consider UK law in the context of Christian morality.</i></p>	<p>Christian morality is based upon the 10 commandments (Exodus 20) - building on Year 4 unit.</p> <p>Commandments 1-4 (Verses 1-11) are rules for the relationship between mankind and God. Commandments 5-10 (Verses 11-17) are rules for relationships between people.</p> <p>In small groups, consider which UK laws (past and present) have their roots in the 10 commandments?</p>	

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3		<p>What laws are needed by society today?</p> <p><i>Apply newly acquired understanding between the interface between mortality and law.</i></p>	<p>Produce a mind map of the problems of society today.</p> <p>In small groups, design one law that would address those issues. Spend time developing, expanding and clarifying the law. Each group presents their law and argues for its adoption. Each pupil has one vote and may not vote for their own law.</p> <p><i>Look up Matthew 22: 34-40. Might the command 'love God: and others' be the rule that, if obeyed, means all other rules were unnecessary?</i></p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 10: Living By Rules, Initial, Love God and others - start time on DVD 04:09</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
1.1		<p>Does it matter if people are not fair?</p> <p><i>Become aware of the unfairness of prejudice and discrimination.</i></p>	<p>Create a situation, which is unfair (based on gender or hair colour or house group etc) Discriminate, whilst discussing and defining the words, fair, unfair, prejudice and discriminate.</p> <p>Discuss with the children whether anyone any use the vocabulary "That's not fair" to defend someone else who is being unjustly accused. Is it used more frequently to defend themselves?</p> <p>Talk about ways that people can be discriminated against: denied certain jobs; not allowed to attend university; being imprisoned; being tortured, maimed or killed. Rank the variety of punishments in order of severity, starting with the least severe.</p> <p><i>Continued on next page.</i></p>	

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Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
1.2		<p>Does it matter if people are not fair?</p> <p><i>Become aware of the unfairness of prejudice and discrimination.</i></p>	<p><i>Continued from previous page.</i></p> <p>Ask the class how they would feel if the government has decided that brown haired people can't go on a bus, move situation with increasingly severe behaviour restrictions, to the point where they can't leave the house on pain of death. Ask the class how they feel about the fairness of the situation.</p> <p><i>The children might respond with 'I would leave anyway'. Allow them to discuss this whilst pointing out the punishment that each situation attracts. This might seem to the children a very abstract idea but finish by saying that currently in the world this is happening and we will learn about it next week.</i></p>	

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Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
2		<p>What is it like if people behave unfairly on the basis of religion?</p> <p><i>Become aware of religious persecution.</i></p>	<p>List reasons why people might be discriminated against, (E.g. Colour, gender, race, religion...).</p> <p>People past and present have been/are still treated unfairly because of their faith.</p> <p>Chose to either deal with the following three subjects broadly or take one subject in depth:</p> <ol style="list-style-type: none"> 1. The Persecution of Christians today is detailed on the Barnabas Fund website. 2. The Persecution of Muslims and Non-Muslim Asians following 9-11. 3. The Persecution of Jews in WWII /The Holocaust. 	<p>www.barnabasfund.org</p> <p>Links with 'Faith makes a difference' DVD: Film clip 9: Being Fair & Just, Initial, Christian Solicitor speaking - start time on DVD 00:00</p>

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Year: Six		Term: Autumn One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Fair and Just		
Week	Date	Questions	Activities	Resources
3		<p>How do believers of Christianity act fairly?</p> <p><i>Become aware of Jesus' example.</i></p>	<p>Read the story of Jesus and the Samaritan woman at the well. (John 4).</p> <p>Explain the 'history' of the enmity between Jews and Samaritans. Explain the difference in status of a Rabbi and a woman.</p> <p>Comprehension exercise: In what way was Jesus' behaviour shocking to those around him?</p> <p>Write a brief speech/a letter to your MP advocating the elimination of discrimination on religious grounds.</p>	<p>Bible reference: John 4</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
1.1		<p>How are you both different from and also the same as everyone else?</p> <p><i>Explore the fundamental similarities between people who look very different.</i></p>	<p>SAME</p> <p>Show children list of ingredients (found on page 10).</p> <p>What can be made from them? (Some of the ingredients that make up a person)</p> <p>Discuss what people need to survive for a month? (Food, Water, Shelter...).</p> <p>Show children the scientific facts of what they actually need. How does it differ from what they thought?</p> <p>Discuss the difference between needs and wants. Bring in the idea of people from other parts of the world, do they need the same?</p> <p>Develop further by discussing whether friends and family are luxuries or necessities?</p> <p><i>Continued on next page.</i></p>	List of ingredients (found on page 10).

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Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
1.2		<p>How are you both different from and also the same as everyone else?</p> <p><i>Explore the fundamental similarities between people who look very different.</i></p>	<p><i>Continued from previous page.</i></p> <p>DIFFERENT</p> <p>What does different mean? Discuss differences between people. Can the children list obvious differences? (e.g. Likes, dislikes, age, colour, look, accent, clothes, languages etc).</p> <p>Create a set of contrasting paired pictures (e.g. A traditional ballet dancer and a male ballet dancer wearing street clothes, a priest and a Buddhist monk).</p> <p>Give each group a pair of pictures. Ask the children to find the similarities and differences, some of which will be obvious and others less so.</p> <p>Discuss the findings from each group. Could you find something in common with everybody?</p>	

What am I?

Enough carbon for 9000 pencils

20 teaspoons of salt

16 pints of water

2 ounces of lime

Enough sugar for 60 cups of tea

Enough iron to make a metal spike

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Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
2.1		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the difficulties of people with opposing views reaching unity and harmony.</i></p>	<p>Explain to the children that they are going to do some role-play. They won't know the part they will play until they turn over their card.</p> <p>Divide the children into groups of 6. Give each child a numbered card from the resources but make sure it is face down. The children turn over their cards in number order when asked to by the teacher and take on their role.</p> <p>Once the role-play is complete discuss with the class their feelings at different parts. Draw out that often they were arguing about things they didn't understand. Point out that trying to arbitrate between two people holding opposing views can be stressful and difficult. Ask the children to think of other situations in life where people might hold very firm yet opposing views (e.g. politics, religion).</p> <p><i>Continued on next page.</i></p>	<p>Cards (found on page 13).</p> <p>Bible reference: Matthew 18: 15-20</p>

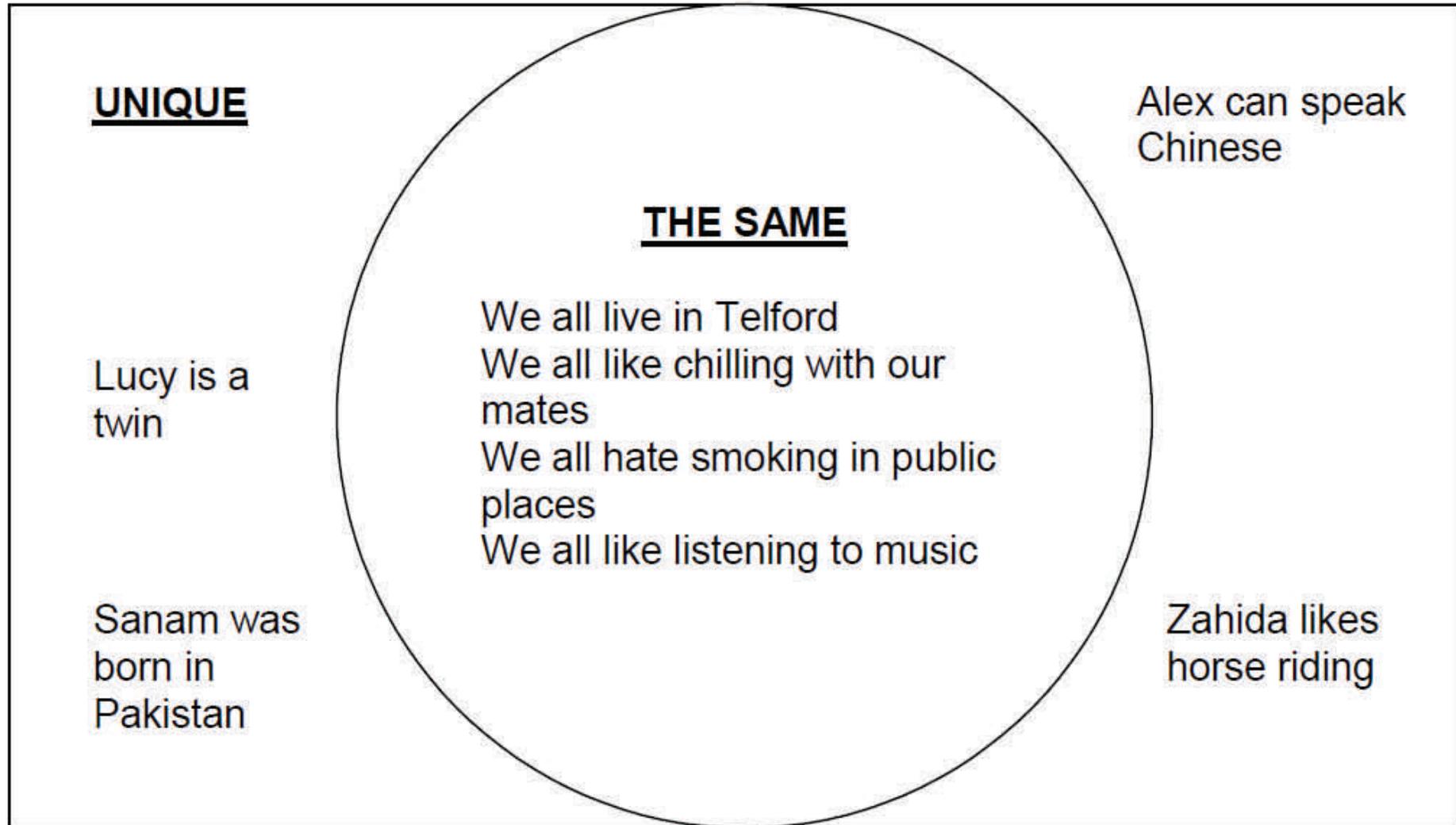
Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
2.2		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the difficulties of people with opposing views reaching unity and harmony.</i></p>	<p><i>Continued from previous page.</i></p> <p>Read Matthew 18: 15-20. Christians are encouraged to resolve disputes in person and in private. Where that is not possible, they are encouraged to seek a solution with the help of elders (vicars) in the church.</p> <p>Conclude by saying that we will look at how people of different religious traditions seek to restore unity and harmony in the following lesson.</p>	<p>Cards (found on page 13).</p> <p>Bible reference: Matthew 18: 15-20</p>

<p>Pick your favourite band. Imagine you have just bought their new album. You have a new CD. Talk about how great it is. Describe what the music is like and encourage the others to get the CD.</p> <p style="text-align: right;">1</p>	<p>You really like the group and the album that number 1 is talking about.</p> <p>Join in the discussion about how great this group is.</p> <p style="text-align: right;">2</p>	<p>You really hate the band that they are talking about. You hate this music and the CD. Tell them how rubbish you think it is.</p> <p style="text-align: right;">3</p>
<p>Your job is to try and get the 2 sides of the argument to come to some sort of agreement. Find a way for them to disagree nicely.</p> <p style="text-align: right;">4</p>	<p>Your job is to tell the sides that it doesn't matter if they don't agree with each other.</p> <p style="text-align: right;">5</p>	<p>Try and find out why number 4 wants them to agree.</p> <p style="text-align: right;">6</p>

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Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
3.1		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the beliefs and practices of one or more religious traditions (RT's) of choice.</i></p>	<p>Recap on previous lesson and how hard it is to sometimes create unity and harmony.</p> <p><i>Several of the religious traditions found in Birmingham consider unity and harmony to be very important. Possible religious traditions to base this lesson upon are:</i></p> <p>Jainism - especially the practise of the forgiveness circle or Michhami Dukkadam. The Forgiveness Circle takes place once a year at the end of Paryushan (a time of reflection and repentance). (see Faith Makes a Difference DVD Film 8: Being Merciful and Forgiving) Watch the Film - ask children to generate questions about what they saw - why does this only happen once a year? How are you asking for forgiveness? Explain if you were to re-enact this with your friends or/and family - what would you be asking them to forgive? How often do you think that it should be done? How do you think that it would feel afterwards? Do you think that you would act differently because of this?</p> <p><i>Continued on next page</i></p>	<p>Faith Makes a Difference DVD Film 8: Being Merciful and Forgiving</p>

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Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
3.2		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the beliefs and practices of one or more religious traditions (RT's) of choice.</i></p>	<p><i>Continued from previous sheet.</i></p> <p>Bahá'í - Bahá'ís believe that humanity is afflicted by the disease of disunity which brings inequality, injustice, pollution etc..They believe we need to work towards an understanding of interdependence of all things and in unity and diversity. Unity does not mean the same. Unity in diversity is when the uniqueness of each individual contributes to the complete value of the whole.</p> <p>"An orchard full of trees is a delight. So is a plantation planted with many species of shrubs. It is just the diversity and variety that creates its charm; each flower, each tree, each fruit, besides being beautiful in itself, brings out by contrast the qualities of the others and shows to advantage the special loveliness of each and all. Thus it should be among children of men"</p> <p>Bahá'u'lláh .</p> <p>Discuss the meaning of this quotation.</p> <p><i>Continued on next page</i></p>	<p>Faith Makes a Difference DVD Film 8: Being Merciful and Forgiving</p> <p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 15: Creating Unity & Harmony, Initial, The importance of unity - start time on DVD 00:00</p>

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Disposition:		Creating Unity and Harmony		
Week	Date	Questions	Activities	Resources
3.3		<p>How do believers seek to restore unity and harmony?</p> <p><i>Explore the beliefs and practices of one or more religious traditions (RT's) of choice.</i></p>	<p><i>Continued from previous sheet.</i></p> <p>In groups children to complete "Inside the Circle". Try to engineer this so that each group is made up of a mixture of children from different faiths or backgrounds. Give each group a sheet of flipchart paper and a pen. Tell the groups to draw a large circle on the paper. Inside the circle they should write down four things that the whole group have in common. Outside the circle they should write something that is unique to each member, see below for an example. Feed back to the whole group. What a unique class!</p> <p>"The diversity in the human family should be the cause of love and harmony, as it is in music where many different notes blend together in the making of a perfect chord." Abdu'l-Bahá</p>	<p>Faith Makes a Difference DVD Film 8: Being Merciful and Forgiving</p>



Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Cultivating Inclusion, Identity and Belonging		
Week	Date	Questions	Activities	Resources
1		<p>How do you know you belong?</p> <p><i>Explore belonging in terms of roles and group membership.</i></p>	<p>Discuss how we define ourselves not so much by who we are but by what we do e.g. we are Girl Guides, football players, brothers etc...</p> <p>In pairs, share phrases of description about each other. After a few minutes change partners and do the same thing again.</p> <p>Create a mock-up of a Facebook webpage. What would your page look like? How would you describe yourself? Which groups would you belong to? Share pages with each other. Could we create a whole class profile?</p>	

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Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Cultivating Inclusion, Identity and Belonging		
Week	Date	Questions	Activities	Resources
2.1		<p>Why do some believers change their name?</p> <p><i>To explore why Sikh boys have the name "Singh" and Sikh girls have the name "Kaur"</i></p>	<p>Play a probability game - like flipping a coin, rolling a dice.... What's the probability of...?</p> <p>Discuss the belief of "Hukam" (God's will) or whether it is random chance?</p> <p>Children to research the meaning of their names. Were they named after someone famous? A relative? Use the website or baby name books for this research.</p> <p>Explain what happens during a Sikh naming ceremony (found on page 18).</p> <p>Children to try this and open a book, find the capital letter on the left hand page and think of names beginning with that letter.</p> <p><i>Continued on next page.</i></p>	<p>What happens during a Sikh naming ceremony (found on page 18).</p> <p><u>Rites of Passage - Naming Ceremonies</u> Mandy Ross - 978-1403439895</p> <p><u>Life Times - Growing Up</u> Anita Ganeri 978-0237518325</p> <p><u>Looking at Religion - My Sikh Life</u> - Kanwaljit Kaur-Singh 978-0750249577</p> <p><u>Sikhs in Britain</u> - Fiona MacDonald - 978-0749658830</p>

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Year: Six		Term: Autumn Two	Unit: 3 weeks	Cluster: Community
Disposition:		Cultivating Inclusion, Identity and Belonging		
Week	Date	Questions	Activities	Resources
2.2		<p>Why do some believers change their name?</p> <p><i>To explore why Sikh boys have the name "Singh" and Sikh girls have the name "Kaur"</i></p>	<p><i>Continued from previous page.</i></p> <ol style="list-style-type: none"> 1. Describe the qualities of a lion and a princess. 2. Why do you think names are important? 3. Do you like your name? 4. What else would you add to your name to describe your qualities? E.g. John the brave 	<p><u>The facts about Sikhism</u> - Alison Cooper - 978-07500251075</p> <p><u>My Sikh Year</u> - Cath Senker - 978-0750240550</p> <p>http://allaboutsikhs.com/names</p> <p>http://www.sikhs.org/names.htm</p> <p>http://www.sikhwomen.com/SikhNames/a.htm</p> <p>http://www.babycenter.com/babyname/.</p>

What happens during a Sikh naming ceremony

During the naming of a Sikh baby, the Granthi (person who reads from the *Guru Granth Sahib*) will open the *Guru Granth Sahib* and read the hymn at the top left side.

The first letter of this hymn will be the first letter of the baby's name.

The parents will have time to think about this before they decide what the baby's name will be.

When they have decided on the name, they tell the Granthi who tells everyone else in the Gurdwara.

Once the name is chosen, the Granthi will also add the name Singh (lion) for a boy and Kaur (princess) for a girl.

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Disposition:		Cultivating Inclusion, Identity and Belonging		
Week	Date	Questions	Activities	Resources
3		<p>What do the names of Jesus mean?</p> <p><i>Explore the story of Christmas through the names of Jesus announced by angels.</i></p>	<p>Do any of the children know what their names mean?</p> <p><i>Do some research and know a few yourself.</i></p> <p>Are the children's names a prediction of their lives, an expression of their parent's hopes, or just a nice name? In three groups read the passages. Luke 1: 26-38, Luke 2: 8-21, Matthew 1:18-25. Which names or titles of Jesus are mentioned? Look them up in the dictionary pages.</p> <p><i>Key names mentioned are:</i></p> <p><i>Jesus - saviour (all God saves); Christ - (Greek word for Messiah) both mean 'anointed one' or 'chosen king'; Immanuel - God with us.</i></p> <p>Read Mathew 2:9-12. The gifts of the Magi had significance: Gold for a king; Frankincense for a priest (one who speaks to God on behalf of people) and Myrrh for the dead.</p> <p>Ask the children how the names found in the first three passages relate to the wise men's gifts and to what we now know was Jesus' future?</p>	<p>Bible references:</p> <p>Luke 1: 26-38</p> <p>Luke 2: 8-21</p> <p>Matthew 1: 18-25</p> <p>Matthew 2: 9-12</p> <p>Reference books with Names and meanings</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Remembering Roots		
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 'Faith makes a difference' 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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Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Remembering Roots		
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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Disposition:		Remembering Roots		
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>

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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>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Courageous and Confident		
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 'Faith makes a difference' DVD: Film clip 20: Being Courageous & Confident, Initial, David wearing Kippa - start time on DVD 00:00</p> <p>Links with 'Faith makes a difference' DVD: Film clip 20: Being Courageous & Confident, Initial, Street pastors - start time on DVD 01:16</p>

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Disposition:		Being Courageous and Confident		
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.

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Spring One	Unit: 3 weeks	Cluster: Commitment
Disposition:		Being Courageous and Confident		
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? 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? When have you shown courage? How difficult is it to stand up and face something that is wrong? What do you have the courage to change in the world? 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 www.retoday.co.uk</p> <p>Clear Vision Trust The Monkey King and Other tales www.clear-vision.org</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.

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being Regardful of Suffering/Being Merciful and Forgiving		
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>Miracle Maker DVD</p> <p>Bible references: Mark 15: 1-41</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being Regardful of Suffering/Being Merciful and Forgiving		
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>The Lion, The Witch & The Wardrobe DVD</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Spring Two	Unit: 3 weeks	Cluster: Compassion
Disposition:		Being Regardful of Suffering/Being Merciful and Forgiving		
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>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
1		<p>What makes you happy and how do you show it?</p> <p><i>Explore joy in religious festivals.</i></p>	<p>Produce a mind-map of all the things that make people happy. (e.g. birth of a child, marriage, graduation after getting a degree, etc).</p> <p>From here, lead into special times of year. e.g. Christmas, Easter, Diwali, Eid-ul-Fitr and Eid-ul-Adha etc...</p> <p>Have a class discussion about the traditions in various families. Some elements of festival celebrations are religious but many are cultural and will vary even from family to family.</p> <p><i>The success of this lesson depends on the variety of family experiences and the number of religious traditions represented in your class. If you think that the discussion will be limited, please research festivals from other faith traditions or invite a visitor.</i></p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 3: Expressing Joy, Initial, Islam, Al Furquan Choir - start time on DVD 00:00</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
2		<p>How do RT express their joy in worship? (Visit)</p> <p><i>Explore joy at Eid for Muslims.</i></p>	<p>Muslims go to the mosque to say their Eid-ul-Fitr and Eid-ul-Adha (as well as Friday prayers and if possible the five daily prayers).</p> <p>Plan a visit to the mosque for the next lesson.</p> <p>Write down the rules that need to be followed to ensure that we can show sensitivity during the course of the visit.</p> <p>Pupils to do a project for on why do Muslims celebrate Eid-ul-Fitr and Eid-ul Adha.</p> <p>How do Muslims express their joy at Eid. (Jabir bin Abdullah said, "I observed the prayer with the messenger of Allah on the Eid days. He commenced the prayer without sermon, Adhan or Iqama. After the prayers he stood up and gave a sermon." Hadith: Muslim Book 8, chapter 1, page 22, Hadith 885R1). The prayer consists of two bows and six Takbirs.</p>	<p>Islamic references:</p> <p>Hadith: Muslim Book 8, chapter 1, page 22, Hadith 885R1</p> <p>Hadith: Muslim Book 8, chapter 4, page 25, Hadith 892R5.</p>

1) Eid-ul-fitr is a celebration:

- a) at the end of Ramadan.
- b) Muslims celebrate because they have successfully completed 29 or 30 fasts (third pillar of Islam).
- c) They have managed to pray all the Tarawih prayers (additional prayers in Ramadan only).
- d) They have managed to read as much of the Qur'an as possible.
- e) They have managed to pay the Zakat-ul-fitre (a form of charity) before the prayer.

2) Eid-ul-adha is a celebration:

- a) at the end of Hajj (an annual pilgrimage to Makkah in the Islamic month of Dul Hajj—This is the fifth pillar of Islam).
- b) All Muslims celebrate Eid-ul-adha irrespective of whether they have completed Hajj in Makkah or they are in their own homes or elsewhere in the world.
- c) Charity is given on the Eid day, normally in the form of meat obtained by sacrificing a permitted animal. One third of the meat obtained is distributed to the poor, one third to relatives and one third is kept for self. The meat could be cooked or raw at the point of distribution.
- d) Eid-ul-adha is the final reminder of Prophet Abraham's love for Allah (where he was willing to sacrifice his son, with the son's permission, to fulfil Allah's command irrespective of the fact that Abraham loved his son very much. When Abraham was about to sacrifice his son, Allah replaced the son with a ram because Allah's command was merely to test Abraham's love for Allah. He had passed the test).

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Expressing Joy		
Week	Date	Questions	Activities	Resources
3		<p>How do Muslims (or other RT) express their joy in worship?</p> <p><i>Explore Muslim worship.</i></p>	<p>Visit the mosque</p> <p>Demonstration of Eid prayers, if possible.</p> <p>Discuss how these are different to the daily five prayers.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1		<p>How should we imagine and express what matters?</p> <p><i>Explore the beauty of words and variety of expression possible using poetry and expressive prose.</i></p>	<p>Produce a mind-map of words that they think are beautiful. These don't need to be about beauty but might be onomatopoeic, alliterative, or simply interesting e.g. serendipity.</p> <p>Choose a poem or song lyrics, which use beautiful words e.g. Silver by Walter De La Mare. (Literacy link - discuss the use of words to create mood and convey feeling).</p> <p>Discuss with the children how the poems are written to express the poet's reactions and feelings much as rappers or pop stars write things today.</p> <p>Conclude the lesson by explaining that people often express their thoughts to God, in beautiful words. Next week we will look at the disciples request of Jesus for a pattern of prayer.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
2.1		<p>How does the Lord's Prayer help Christians worship God?</p> <p><i>Explore the meaning and significance of the Lord's prayer.</i></p>	<p>Display a selection of brief letters, ranging from formal requests for information to personal notes from a child to a parent. Ask the children to draw conclusions from the letters about the two correspondents and their relationship. (E.g. the letter from Grabbit and Whinge (Solicitors) which asks for prompt payment of a bill or threatens a law suit indicates a broken down business relationship, one in which the firm is making demands; whereas the note from Jenny thanking Aunt Jane for a birthday gift indicates a close relationship where special events are celebrated.)</p> <p>Read The Lord's Prayer (found on page 43).</p> <p>Look at the words of the Lord's Prayer (verses 9-13). What can we infer about the relationship between the disciples, the followers of Jesus who are to pray this prayer, and God who hears it?</p> <p><i>Continued on next page.</i></p>	<p>The Lord's Prayer (found on page 43).</p> <p><i>For a version of the Lord's Prayer set to music especially for children, see song/track 12, Everyone's Singing Lord - A & C Black.</i></p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
2.2		<p>How does the Lord's Prayer help Christians worship God?</p> <p><i>Explore the meaning and significance of the Lord's prayer.</i></p>	<p><i>Continued from previous page.</i></p> <ol style="list-style-type: none"> 1. God is a Father to them, which in those days meant someone who would be there for them always, leading and guiding them, providing for them, protecting and loving them. 2. God's reputation (name) is special & pure (holy) and is to be important to them. 3. God's plans are to be their first priority (the coming of God's kingdom & the doing of God's will). 4. They are to ask God for the things they need, even basic things like the food they eat, because everything is from God. 5. They are to ask God for forgiveness and to commit themselves to forgiving others. 6. They are to ask God to protect them from the desire to do wrong things and the consequences of so doing. <p><i>Continued on next page.</i></p>	<p>The Lord's Prayer (found on page 43).</p> <p><i>For a version of the Lord's Prayer set to music especially for children, see song/track 12, Everyone's Singing Lord - A & C Black.</i></p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
2.3		<p>How does the Lord's Prayer help Christians worship God?</p> <p><i>Explore the meaning and significance of the Lord's prayer.</i></p>	<p><i>Continued from previous page.</i></p> <p><i>When Jesus taught his disciples to pray, this was not simply a prayer for them to say, but a pattern or model for their praying. Many Christians use their own words when praying to God, but will often say this pattern prayer, known as the Lord's Prayer too. It is a prayer that many believers know by heart, a prayer which brings comfort in times of difficulty. Most adults are familiar with the version which begins, Our father who art in heaven... as that is the version they learnt by heart as children. However, many churches (Church of England and Free churches) now use the more modern version (found on page 39).</i></p>	<p>The Lord's Prayer (found on page 43).</p> <p><i>For a version of the Lord's Prayer set to music especially for children, see song/track 12, Everyone's Singing Lord - A & C Black.</i></p>

The Lord's Prayer

Our Father in heaven,
Hallowed be your name,
Your kingdom come,
Your will be done,
On earth as in heaven.
Give us today our daily bread.
Forgive us our sins
As we forgive those who sin against us.
Lead us not into temptation
But deliver us from evil.
For the kingdom, the power,
And the glory are your
Now and forever. AMEN

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Appreciating Beauty		
Week	Date	Questions	Activities	Resources
3		<p>How does the Lord's prayer help Christians to worship God?</p> <p><i>Explore Jesus' teaching about the Lord's Prayer</i></p>	<p>We started this unit thinking about using beautiful words. Of themselves the words of the Lords' prayer may not seem very beautiful. However, the deep sentiments expressed in the Lord's prayer are captured by just a few brief sentences. Such concise phrasing is itself beautiful.</p> <p>Ask the children (five groups) to take a sentence of the Lord's prayer and think about it deeply. What does it mean? (Use dictionary in Bible to help). What images or pictures or other words would help them to explain or expand their sentence?</p> <p>Ask the children to develop their thoughts into a creative expression. Use their work product to create a display or collage of poems, art and prose.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
1		<p>Why is why important?</p> <p><i>Consider the source of knowledge.</i></p>	<p>Start the lesson by creating a mind map of all the things that we would not be able to do if we did not have the knowledge.</p> <p>Are some things beyond human knowledge? Add these to the mind map using a different colour pen.</p> <p>What are the different types of knowledge? Knowledge that humans have created using the resources and intelligence provided by God (e.g. the works of Shakespeare).</p> <p>Revealed Knowledge. This is knowledge that comes from God (e.g. the stories in holy books).</p> <p>Ask pupils to write a story that they know is from revealed knowledge, eg. a story from a holy book.</p> <p>Which primary source would pupils consult to ensure that the story is accurate?</p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 21: Being Curious & Valuing Knowledge, Initial, Bahá'í attitude to knowledge - start time on DVD 04:49</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
2.1		<p>What does Islam teach about Moses (Musa) and knowledge?</p> <p><i>Discover that no matter how wise someone is, God can give particular knowledge to other people who may not generally seem as wise.</i></p>	<p>Prophet Moses (Musa) was a prophet of Allah. Prophet Moses (Musa) has been mentioned in the Qur'an a number of times.</p> <p>Draw a whole class mind map on the board showing all the events that took place in the life of prophet Moses (Musa) which pupils remember. Then share with the pupils - A thought crossed prophet Moses' (Musa's) mind that he was the prophet of Allah and the only prophet to whom Allah spoke to directly. Therefore he thought he must be the most knowledgeable person in the world. Allah knows what is in the hearts and minds of every person. Allah asked Moses (Musa) to undertake a journey where he would meet a man (called Khidr) who had more knowledge than Moses (Musa) has, even though he is not a prophet. The story is told in the Qur'an in Chapter 18: 60-82.</p> <p>Give the children a copy of the story of Moses (Musa) and Khidr, and read the story together.</p> <p><i>Continued on next page.</i></p>	The Story of Moses (Musa) and Khidr (found on pages 48-50).

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
2.2		<p>What does Islam teach about Moses (Musa) and knowledge?</p> <p><i>Discover that no matter how wise someone is, God can give particular knowledge to other people who may not generally seem as wise.</i></p>	<p><i>Continued from previous page.</i></p> <p>Why did Allah send Moses (Musa) on this journey? <i>(to know that Allah has given Khidr more knowledge that he had)</i></p> <p>Why was Khidr able to take the actions that he did? <i>(because he had the knowledge of the future)</i></p> <p>Why did Moses (Musa) keep asking the questions? <i>(because he did not have the knowledge of the future)</i></p> <p>How would Khidr have the knowledge of the future? <i>(Allah gave him the knowledge).</i></p>	

Moses (Musa) and Khidr

Behold, Moses (Musa) said to his attendant, "I will not give up until I reach the junction of the two seas or (until) I spend years and years in travel."

But when they reached the Junction, they forgot (about) their Fish, which took its course through the sea (straight) as in a tunnel.

When they had passed on (some distance), Moses (Musa) said to his attendant: "Bring us our early meal; truly we have suffered much fatigue at this (stage of) our journey."

He replied: "Sawest thou (what happened) when we betook ourselves to the rock? I did indeed forget (about) the Fish: none but Satan made me forget to tell (you) about it: it took its course through the sea in a marvellous way!"

Moses (Musa) said: "That was what we were seeking after." So they went back on their footsteps, following (the path they had come).

So they found one of Our servants, on whom We had bestowed Mercy from Ourselves and whom We had taught knowledge from Our own Presence.

Moses (Musa) said to him: "May I follow thee, on the footing that thou teach me something of the (Higher) Truth which thou hast been taught?"

(The other) said: "Verily thou wilt not be able to have patience with me!"

"And how canst thou have patience about things about which thy understanding is not complete?"

Continued on next page.

Moses (Musa) and Khidr

Continued from previous page.

Moses (Musa) said: "Thou wilt find me, if Allah so will, (truly) patient: nor shall I disobey thee in aught."
The other said: "If then thou wouldst follow me, ask me no questions about anything until I myself speak to thee concerning it."

So they both proceeded: until, when they were in the boat, he scuttled it. Said Moses (Musa): "Hast thou scuttled it in order to drown those in it? Truly a strange thing hast thou done!"

He answered: "Did I not tell thee that thou canst have no patience with me?"

Moses (Musa) said: "Rebuke me not for forgetting, nor grieve me by raising difficulties in my case.

(..... After another incident and Moses (Musa) query))

He answered: "Did I not tell thee that thou canst have no patience with me?"

(Moses (Musa)) said: "If ever I ask thee about anything after this, keep me not in thy company: then wouldst thou have received (full) excuse from my side."

Then they proceeded: until, when they came to the inhabitants of a town, they asked them for food, but they refused them hospitality. They found there a wall on the point of falling down, but he set it up straight.

(Moses (Musa)) said: "If thou hadst wished, surely thou couldst have exacted some recompense for it!"

He answered: "This is the parting between me and thee: now will I tell thee the interpretation of (those things) over which thou wast unable to hold patience."

Continued on next page.

Moses (Musa) and Khidr

Continued from previous page.

"As for the boat, it belonged to certain men in dire want: they plied on the water: I but wished to render it unserviceable, for there was after them a certain king who seized on every boat by force"

.....

"As for the wall, it belonged to two youths, orphans, in the Town; there was, beneath it, a buried treasure, to which they were entitled: their father had been a righteous man: So thy Lord desired that they should attain their age of full strength and get out their treasure - a mercy (and favour) from thy Lord. I did it not of my own accord. Such is the interpretation of (those things) over which thou wast unable to hold patience."

Qur'an 18: 60-82

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
3		<p>How does the story of the Buddha and the swan help Buddhists to appreciate what matters?</p> <p><i>Discover that some knowledge comes at a price.</i></p>	<p>Tell the story of the Buddha and the Golden Swan. (See website for full text).</p> <p><i>The summary is that a swan with golden feathers decided to give a feather at a time to a poor family. The mother became greedy and, despite her daughter's protestations, decided not to trust the swan, but to steal the golden feathers all at once. The once golden and valuable feathers became common chicken feathers in her hand.</i></p> <p>Discuss the message of the story in small groups. What did the characters do in relation to what mattered to them? How might this story change the way we live our lives?</p> <p>Ask the children to write a poem or make a collage about what matters to them.</p>	<p><a href="http://www.culturalindia.net/indian-folktales/jataka-
tales/the-golden-swan.html">http:// www.culturalindia.net/ indian-folktales/jataka- tales/the-golden-swan.html</p> <p>Twenty Jakata Tales Norr Inayat Khan ISBN 8177691120</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
1		<p>How do we define a perfect life?</p> <p><i>Reflect on the nature of a spiritually balanced life..</i></p>	<p>Ask the children to define a 'perfect life' in spiritual terms, in qualities and character traits (e.g. someone who is honest, generous, considerate, loving etc). As they begin to get the idea, introduce the 24 dispositions. Think about each one.</p> <p>Arrange 24 spills of equal length into a pattern like the spokes of a wheel. Ask the children to imagine a person who has an equal measure of all the characteristics described by the dispositions. When the spokes are all equal the wheel will turn smoothly. If some dispositions or characteristics were missing, the wheel wouldn't turn easily.</p> <p>Look at Da Vinci's drawing of man in proportion (touching the edge of a circle with his fingertips and feet). This was an artistic definition of the symmetry of a perfectly proportioned body.</p> <p>Encourage the children to reflect on their own spiritual 'wheel'. Do they have each of the spiritual dispositions in equal measure? Which dispositions would make it hard for their wheel to turn easily?</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
2.1		<p>What does Christianity (or other RT) teach about the spiritual journey to perfection?</p> <p><i>Explore the concept of growing to be more like Jesus, by having a daily relationship with him.</i></p>	<p><i>The Bible teaching on this, as on many topics is confusing to our minds because it says 'now' and 'not yet'. If we read Colossians 1:21-23 we learn that Christ will take Christian believers into God's presence as God's friends, with no wrong in them, nothing they can be judged guilty of. But that hardly makes sense when we know that Christians still do, say and think wrong things. It seems that while we can look forward to being found 'innocent' we still have to work at bringing our lives into line with God's perfect standard.</i></p> <p><i>The Christian view is that Jesus' followers are 'made new' from the moment they begin to truly trust and obey Jesus, when they begin to live in him, just like a branch attached to the vine. They grow, just like vines in a vineyard. Jesus teaches us that God is like a gardener. He cuts out the wrong things from our lives, just as a gardener prunes dead wood from vines. This pruning makes spiritual fruit grow. The bible tells us that the fruits of the Spirit are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self control (Galatians 5:22-23).</i></p> <p><i>Continued on next page.</i></p>	<p>Links with 'Faith makes a difference' DVD:</p> <p>Film clip 23: Being Reflective & Self-Critical, Initial, Anthea speaks out - start time on DVD 01:45</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
2.2		<p>What does Christianity (or other RT) teach about the spiritual journey to perfection?</p> <p><i>Explore the concept of growing to be more like Jesus, by having a daily relationship with him.</i></p>	<p><i>Continued from previous page.</i></p> <p>Look at pictures of trees. Discuss how they grow, how they obtain the water and nutrients they need to grow fruit. Take out a lopped branch and ask the children why they think this branch will die. What do they think the chances of of it bearing fruit?</p> <p>Read John 15:1-8, the teaching about the true vine.</p> <p>Explain that Christians 'grow' spiritual 'fruit' by continuing to trust and obey Jesus day by day. Look up Galatians 5:22-23 and discuss the spiritual fruit that grows. Would someone rich in these qualities be perfect?</p> <p>Insert another faith view - perhaps one that involves learning perfection over many lifetimes.</p>	<p>Bible reference: John 15:1-8 Galatians 5:22-23</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Six		Term: Summer Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
3		<p>What does (RT) teach about the spiritual journey to perfection?</p> <p><i>Explore the concept of learning lessons about perfect living over a number of lifetimes</i></p>	<p>Recap on the previous lesson and emphasise the importance of reflection and questioning in the spiritual journey to perfection.</p> <p>To understand that Muslims, who practice Islam in a reflective way to please Allah alone and deliver their duties as prescribed by Allah to humanity to the best of their ability, are on a spiritual journey in which Allah guarantees spiritual perfection in heaven (paradise).</p> <p>Ask pupils to draw what they think heaven or paradise might look like.</p> <p>Create a display of the pictures produced.</p>	