

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn 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>Be able to understand the difference between happiness and spiritual joy.</i></p>	<p>Discuss with the children what happened over the summer to make them happy. Bring out summer memories and what was good about them.</p> <p>An alternative could be to talk about school events from the previous year that made them happy and what they are looking forward to this year.</p> <p><i>Happiness is dependent on external events, whereas joy is something that people of faith feel regardless of circumstances.</i></p> <p>Play a track from a CD of The African Children's Choir. The music is very joyful.</p> <p><i>The African children's choir is drawn from orphans in Uganda, Kenya and surrounding countries. The children live with exceptionally difficult circumstances (see About Us on the website) but express the joy of their relationship with God in their singing.</i></p>	<p>http://www.africanchildrenschoir.com</p> <p>Links with 'Faith makes a difference' DVD: Film clip 3: Expressing Joy, Initial, Church of God of Prophecy choir - start time on DVD 01:34</p>

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Week	Date	Questions	Activities	Resources
2		<p>When and where do you see happy people in RT?</p> <p><i>Know the story of Diwali.</i></p>	<p>In this lesson we are going to read the story behind Diwali. Before the children read the story, show them images to help them make masks for the main characters in the story: Rama, Sita, Hanuman and Ravanna. This could be done as pair or group work, then each group act out the story or a given part of the story.</p> <p><i>Diwali is celebrated by both Hindus and Sikhs but this story is central to the Hindu celebration. Sikhs celebrate when Guru Hargobind escaped from prison. Common to both religious stories is the concept of the triumph of good over evil.</i></p>	<p>See SHAP calendar for date each year.</p>

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3		<p>When and where do you see happy people in Hinduism (or other RT)?</p> <p><i>Understand how Hindus express joy through the Diwali celebrations.</i></p>	<p>Remind children of the story from last week. Show children pictures of Diwali celebrations, explaining the idea of a festival of lights. The festival of light comes from the fact that it was good triumphing over evil and also because Diva lamps were used to welcome Rama and Sita back home.</p> <p>Show children images of Hindu decorated homes. They can then make their own diva lamp using clay and paint or plasticine. Another activity could be to make a rangoli pattern out of different coloured sand or rice. Traditional patterns include the Hindu Om symbol, the swastika and flowers.</p> <p>A holding activity for other groups could be to complete or write a poem about joy.</p> <p><i>This is a time of New Year and renewal for Hindus. Hindus will settle their accounts and look forward to a prosperous New Year. The goddess Lakshmi is associated with wealth and prosperity.</i></p>	<p>Clay and paint or plasticine</p> <p>Sand or rice</p> <p>Hindu Om symbol</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
1.1		<p>When and why do believers say "Thank you" to God?</p> <p><i>Become aware of God's role as creator and provider.</i></p>	<p>Explore the ultimate source of foodstuffs. E.g., the story of bread, the story of milk or look at a meal such as Sunday lunch and where the components come from.</p> <p><i>Cross-curricular links to geography and science.</i></p> <p>Discuss with the children that no matter how much it seems our food is earned or sourced by us, ultimately all food is provided by God. The farmer can plant the seed but without God providing the sun and the rain, it won't grow. Read Mark 4: 26-29.</p> <p>Children draw a flow chart or web detailing the origins of the food looked at. Use a globe or map to identify the geographical journey. Ask the children to look out for any packaging detail that might source the origin of the food.</p>	<p>www.foodafactoflife.org.uk</p> <p>Bible reference: Mark 4: 26-29</p> <p>Globe or Map of the World</p> <p>Links with 'Faith makes a difference' DVD: Film clip 4: Being Thankful, Initial, Giving thanks at harvest - start time on DVD 00:00</p>

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Week	Date	Questions	Activities	Resources
2		<p>When and why do believers say thank you to God?</p> <p><i>Understand how celebrating harvest festival can meet the needs of people today.</i></p>	<p>Remind children of the journey their food made last week. Ask them if they have eaten anything this week that had labels on it detailing where the food came from.</p> <p><i>This is the time of year when Christians traditionally celebrate harvest. Traditionally this would have been the time when the 'harvest' was gathered in and therefore praise would be given to God for enough food to last the winter. Gifts of produce were given to the church and distributed to needy people. This is a tradition that is continued by Birmingham City Mission (BCM), amongst other charities.</i></p> <p><i>At harvest time BCM collects tins and packets that are then distributed, over the year, throughout our city, to people in need. Consider where harvest food gifts go.</i></p> <p><i>Look on the BCM website for the downloadable harvest pack or contact BCM's schools team (half a terms notice) to provide a visit, lesson, assembly, bus.</i></p>	<p>www.birminghamcitymission.co.uk</p>

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Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
3.1		<p>When and why do we say thank you?</p> <p><i>Explore the concept as parents as gifts from Allah.</i></p>	<p>How many of you have parents or people who look after you? Show of hands. (For the rest of this lesson we will just use the word parents and this will include anyone who looks after you if you are not living with mum and dad).</p> <p>Ask pupils to discuss in pairs the sorts of things that your parents do for you.</p> <p>Ask pupils to give feedback to whole class and do a mind map.</p> <p>Read the first reading on page 8.</p> <p>Discuss by asking pupils: Why do you think the prophet mentioned the mother three times before he mentioned the father?</p> <p>Answer: to emphasis caring for the mother is three times more important than caring for the father because the mother has to go through pregnancy, birth and generally caring for the child in the early years of the child's life when they are at their most vulnerable.</p> <p><i>Continued on next page.</i></p>	

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Year: Four		Term: Autumn One	Unit: 3 weeks	Cluster: Creativity
Disposition:		Being Thankful		
Week	Date	Questions	Activities	Resources
3.2		<p>When and why do we say thank you?</p> <p><i>Explore the concept as parents as gifts from Allah.</i></p>	<p><i>Continued from previous page.</i></p> <p>Read the second reading on page 8.</p> <p>Discuss by asking pupils:</p> <p>What may have been the special circumstances of the persons parents?</p> <p>Answer: disabled, old age, illness etc.</p> <p>Why do you think prophet Mohammad advised him not to join the army?</p> <p>Answer: looking after the parents in their time of need is the best thing that children can ever do if they wish to please Allah.</p>	

Exploring the concept as parents as gifts from Allah

Reading One:

Prophet Mohammad was once asked what is the best charitable act that I can do where paradise would be guaranteed. The prophet said look after your mother. The person asked and what else. The prophet said look after your mother. The person said what else. The prophet said look after your mother. The person said what else. The prophet said look after your father.

Reading Two:

On another occasion, a person went to prophet Mohammad for advice because he wanted to join the army. Prophet Mohammad asked him if his parents were alive and he replied yes. The prophet Mohammad then asked whether there was someone to look after them in his absence (because of the special circumstances of his parents). The person said no. Then the prophet said that if you want reward from Allah then in these circumstances your first responsibility is to look after your parents and you should not join the army.

(Hadith: Muslim, chapter 1, hadith 2548, 2549R3)

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
1		<p>How could you be perfect?</p> <p><i>Encourage the children to consider the essence of a "perfect" life.</i></p>	<p>Discuss with the children, what they think would make their life 'perfect'. Do not discourage materialistic ambition.</p> <p>Read Buddhist story of Siddhartha who was a prince with every luxury in his life. He was not, however, content with the luxuries. He sneaked out of the palace 4 times, on 4 journeys to see the real life.</p> <p>On the journeys he saw illness, old age, death and on the final journey, he saw a holy man. Having been protected in his palace and not having seen any of these aspects of life, his curiosity was raised. He wanted to know why a holy man was content without having the luxuries in life that he had.</p> <p>When he returned to the palace, he had to decide whether to stay and be king or go out and carry on his quest for holiness.</p> <p>At this point stop the story and ask the children to consider what advice they would give him. They can write a letter with this advice.</p>	<p>The Clear Vision Trust has a nice cartoon video of this story.</p> <p>www.clear-vision.org</p>

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Disposition:		Being Reflective and Self-Critical		
Week	Date	Questions	Activities	Resources
2.1		<p>How does Buddhism (RT) encourage it's members to do better?</p> <p><i>Explore how Buddha helped his followers to change.</i></p>	<p>Ask children to share their advice from last lesson.</p> <p>Continue the story of what happened to Siddhartha.</p> <p>He continued his journey and went through a period of extreme poverty - looking for enlightenment. He saw that he had lived a life of luxury and had lived in poverty. He sat under a Bodhi tree mediating on the Middle Way. This is when he realised he had to follow a middle path between these two extremes in order to be happy.</p> <p>The Four Noble Truths are:</p> <ol style="list-style-type: none"> 1. Suffering exists. No-one can experience total satisfaction. Nothing is permanent. 2. The cause of suffering: People suffer because they are not satisfied. They are greedy and self-centred. 3. To remove the suffering we need to recognise our feelings of greed and dissatisfaction and get rid of them. 4. Follow the path of the Buddha. <p><i>Continued on next page.</i></p>	<p>The Clear Vision Trust KS2 pack - DVD and stories www.clear-vision.org</p> <p><u>Buddhist Vihara</u> Anita Ganeri ISBN 0713654988</p> <p><u>Bodh Gaya</u> Mandy Ross ISBN 0431155178</p> <p>Links with 'Faith makes a difference' DVD: Film clip 23: Being Reflective & Self-Critical, Initial, A Buddhist speaking - start time on DVD 00:00</p>

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Week	Date	Questions	Activities	Resources
2.2		<p>How does Buddhism (RT) encourage it's members to do better?</p> <p><i>Explore how Buddha helped his followers to change.</i></p>	<p><i>Continued from previous page.</i></p> <p>These can be related to a cure for the world's illness:</p> <ol style="list-style-type: none"> 1. The illness: the illness is the suffering and unhappiness that everyone feels at some time in their lives. 2. The cause of the illness: The cause of the illness is craving. We tend to want more and more of everything. We become unhappy with what we have. There is always something else going on to make us feel right. 3. The cure is possible: It is possible to feel happy and free of the craving. This state of freedom and happiness is known as enlightenment. 4. The remedy - The way to overcome the unhappiness and craving is to follow the Buddha's path and teachings - this path is called the Middle Way. <p>Explain this to the children and discuss the "wants" that they have and the idea that they always want more. Children to draw a picture of a world spilt in two. A "good" world and a "bad" world.</p> <p>To summarise pictures of suffering, wanting or losing desire could be shown and children could categorise them. For example: someone pointing and wanting something from the shops; rows of new trainers in shops; computer games; someone looking miserable stood next to their friend; Perfect, tablets to not get ill, surgery to stay young, etc.</p>	

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Week	Date	Questions	Activities	Resources
3		<p>How does Buddhism (or other RT) encourage it's members to do better?</p> <p>What is it like to meditate?</p> <p><i>To experience the practice of meditation.</i></p>	<p>Recap questions about the Four Noble Truths. Ask children what it is like to be peaceful and calm.</p> <p>Explain what meditation is and why Buddhists do it. The "<i>Being Silent and Attentive to, and cultivating a sense for the sacred and transcendence</i>" film could be used to introduce this concept.</p> <p>Introduce the practice of meditation to children with simple breathing exercises; being aware of their breath; counting breaths; being aware of the sounds around them - no need to lie down, the children could put their heads on their desks.</p> <p>Read a meditation.</p> <p>Children to be brought out of meditation in a calm way.</p> <p>Ask children to respond to their experience of mediation through writing or art work.</p> <p>Ask the children - What do you think are the benefits of meditation?</p>	<p><u>Relax Kids: The Wishing Star</u> Marneta Viegas</p> <p><u>Relax Kids: Aladdin's' Magic Carpet</u> - Marneta Viegas</p> <p>The Clear Vision Trust KS2 pack - DVD and stories www.clear-vision.org</p> <p><u>Buddhist Vihara</u> Anita Ganeri - ISBN 0713654988</p> <p><u>Bodh Gaya</u> Mandy Ross - ISBN 0431155178</p> <p><i>Being Silent and Attentive to and Cultivating a sense for the Sacred and Transcendence</i> film (www.birmingham-asc.org.uk/dvd)</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
1.1		<p>Why is why important?</p> <p><i>Begin to think about the process of gaining knowledge.</i></p>	<p>Recap the interrogatory words; who, what, where, when, why and how.</p> <p>Read Kipling's "I Keep Six Honest Serving Men" - poem. Demonstrate using simple finger puppets.</p> <p>In groups, construct big questions using the interrogatory words e.g. What was the world like before people? What is it like to clean your teeth in space? Which animal exists in the greatest number in the world?</p> <p>Discuss the process of answering 'big' questions and the importance of knowledge e.g. research, reasoning, reading, investigating and surveys. The idea is not to answer the questions but to explore the process of gaining wisdom. If we didn't ask the questions, we would not be aware of our lack of knowledge. Why are we curious? What is the purpose of curiosity?</p> <p><i>Continued on next page.</i></p>	<p>"I Keep Six Honest Serving Men"</p> <p>Rudyard Kipling (found on page 15).</p>

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Week	Date	Questions	Activities	Resources
1		<p>Why is why important?</p> <p><i>Begin to think about the process of gaining knowledge.</i></p>	<p><i>Continued from previous page.</i></p> <p>In books/paper, children answer the questions: What would you like to learn about? What makes you curious about this? How could you learn about this? At the end of the lesson, different children could feedback about what they are curious about.</p>	

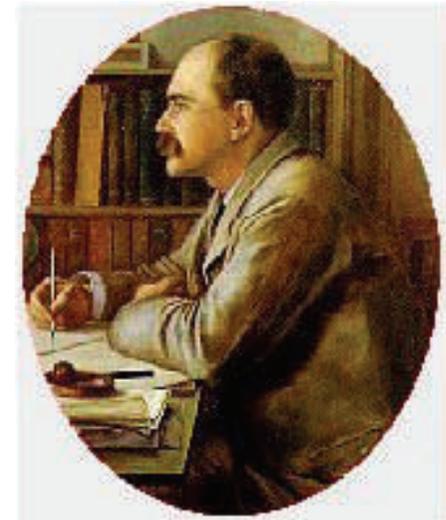
I Keep Six Honest Serving Men

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and
When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!

She sends 'em abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

The Elephant's Child



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Year: Four		Term: Autumn Two	Unit: 3 weeks	Cluster: Contemplation
Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
2.1		<p>Where do Christians (or other RTs) look for answers?</p> <p><i>Understand that Christians use the Bible to find answers about God and the meaning of life.</i></p>	<p><i>Ecclesiastes puts human life into the context of an all-powerful God rather than people bringing God down to the size of human existence. Solomon was a wise man who looked to see if the answers could be found in human existence but concluded that the answers could only be found in God. People of faith agree with Solomon's findings and that's what gives them peace.</i></p> <p>Tell the children that King Solomon wrote the book of Ecclesiastes and contemplated life. Read Ecclesiastes 1. This is where King Solomon opens up the problem. Read Ecclesiastes 12. This is where he concludes. He concluded that if there was no God, then everything would be meaningless. Discuss the poem in Ecclesiastes 3: 1-8. Then ask the children to consider one or two points from the poem e.g. A time to plant and a time to pull up plants, a time to cry and a time to laugh.</p> <p><i>Continued on next page.</i></p>	<p>Bible references:</p> <p>Ecclesiastes 1, 3 and 12</p>

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Disposition:		Being Curious and Valuing Knowledge		
Week	Date	Questions	Activities	Resources
2.2		<p>Where do Christians (or other RTs) look for answers?</p> <p><i>Understand that Christians use the Bible to find answers about God and the meaning of life.</i></p>	<p><i>Continued from previous page.</i></p> <p>As a class write a school version of Solomon's poem, supporting children with starting lines as needed. E.g. A time to work a time to play, A time to make friends, A time to move on, A time to take responsibility, A time to accept help, etc.</p> <p><i>If possible this could be shared with the whole school in assembly or built upon as a class assembly.</i></p>	<p>Bible references:</p> <p>Ecclesiastes 1, 3 and 12</p>

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Week	Date	Questions	Activities	Resources
3		<p>Where do the members of the (RT) look for answers?</p> <p><i>Introduce the concept of there being a number of religious traditions each with their own holy book.</i></p>	<p><i>Amongst the various religious traditions, knowledge about God is either revealed (Christianity, Islam and Judaism) or discovered (Hinduism, Sikhism and Buddhism). The religions which consider knowledge about God to be revealed rely upon holy books/ scripture inspired by God and the words of acknowledged prophets. Christians believe that there is a general revelation of the nature of God, which is apparent in creation, and a special revelation, which is found in scripture.</i></p> <p><i>The Holy Qur'an was revealed to The Prophet Mohammad by Allah (God) through the angel Gabriel. Islamic belief is that the revelations to Moses was a direct speech with Allah (God).</i></p> <p>Explain to the children that people of faith look for answers in sacred books. In some traditions, the books are believed to have been written directly or indirectly by God but in other traditions they are considered to be the writings of wise men.</p> <p>Create a visual aid where children match up the name of a religion with the name of that religion's holy book and possibly one or more religious symbols.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Being Modest and Listening to Others			
Week	Date	Questions	Activities	Resources
1		<p>Why should we listen to others?</p> <p><i>Introduce the concept of mutual listening .</i></p>	<p>Play the adding on shopping game - "I went shopping and I got ..." which can be played alphabetically e.g. begin with apple, banana etc.</p> <p>Talk about the skills that they had to use whilst playing the game: listening; remembering; recalling in sequence; being quiet.</p> <p>Would the game have worked if people didn't listen to each other? Get the children to discuss in small groups the benefits of listening to other people not only in the context of a game but in other life situations. E.g. we can learn from each other, be amused, be consoled, be encouraged, be enthused, save your life...if needed, give the children small picture clues.</p> <p>In their books, ask the children to create a diagram showing the positives that come from listening.</p>	

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Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Being Modest and Listening to Others			
Week	Date	Questions	Activities	Resources
2.1		<p>How do believers show that other people matter?</p> <p><i>Experience equal participation in speaking and listening.</i></p>	<p>Find a topic on which there will be a number of opinions, eg, issues to take to school council, ideas for fundraising.</p> <p>Give the children tiddlywink counters. Then ask them to discuss the topic, 'banking' a counter every time they talk. This will ensure that some of the louder children have to think before they talk and the quieter children need to pay their dues. (Start with 3 counters each, decrease or increase as needed).</p> <p>Ask the children to discuss with the teacher, the benefits of everyone contributing. Talk about how it made them feel. Explain that one of the important emotional needs of people is to feel significant and when we have had our say we feel significant. So by giving other people the opportunity to contribute to discussions, we show them that they matter.</p> <p><i>Continued on next page.</i></p>	Tiddlywink counters

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Week	Date	Questions	Activities	Resources
2.2		<p>How do believers show that other people matter?</p> <p><i>Experience equal participation in speaking and listening.</i></p>	<p><i>Continued from previous page.</i></p> <p>Put the children into groups to create a story, poem or a short descriptive passage about the benefits of listening. Encourage them to share the task equally, remembering all they have learnt this lesson.</p> <p><i>Throughout this lesson children should have experienced one of the principles that Jesus taught, which was that everyone is as important as each other, see Matthew 19:13-where Jesus made clear that even small children were important to him. This was controversial because at that time, children were considered 'non-people'.</i></p>	Tiddlywink counters

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Week	Date	Questions	Activities	Resources
3		<p>How do Christians demonstrate that Jesus' words matter?</p> <p><i>Understand that the significance of Jesus' teaching is shown in the actions of his followers.</i></p>	<p>Read the story of: The wise and foolish builders, Matthew 7: 24-27.</p> <p><i>Jesus says that people who listen to him and put this into practice are like wise builders whose house stands despite the storms of life, whereas those who ignore his words are like the foolish builder whose house was destroyed. Therefore what will a real Christian look like?</i></p> <p>Discuss how we can describe what someone looks like by their actions rather than by their clothing.</p> <p>Compile a short list of newspaper cuttings or scenarios in which people who say they are Christian are clearly living by Jesus' word. Examples to look at could include, Mother Theresa, Elizabeth Fry, Cliff Richard, Rosemary Connelly, Daniel Bedingfield, Oscar Romero.</p>	<p>Bible reference: Matthew 7: 24-27</p> <p>Books to use based on the lives of these people come from: RMEP Faith in Action Series. www.rmep.co.uk</p> <p><u>"Sister on the Street" - The Story of Mother Teresa</u> Sam Godwin ISBN 0-7500-2906-6</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	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>Begin to understand how belonging can be signified by outward appearance.</i></p>	<p>Create either a whole class or individual spider diagrams around the key question: What do you belong to and how do you show it?</p> <p>Using the diagrams, discuss the various groups, clubs and other situations that the children are part of.</p> <p>Lead onto how items of dress show this belonging to outside observers. Talk about the various clothing that the children might wear in their club or group.</p> <p>What rules of behaviour and responsibility are attached to wearing this clothing?</p> <p>In their books, ask the children to draw a picture of themselves in either school uniform or other clothing and label how it shows they belong.</p>	

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Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
2.1		<p>How do Sikhs show they belong?</p> <p><i>To explore the Sikh Amrit ceremony.</i></p>	<p>Look at photographs of clothes and uniforms - e.g. police officers, fire-fighters. Imagine if they didn't wear that uniform and carried out their job in "normal" clothes - How difficult would it be to identify them? What might happen as a result? Recap story of Baisakhi from Year 3 Summer Term Two. The Sikh Amrit ceremony is an initiation service for Sikhs.</p> <p>Explain that 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.</p> <p>Use a PowerPoint Presentation to show the children what happens during the Sikh Amrit ceremony. Children to either sequence pictures to the caption given or with the pictures in the correct order and write a caption for each.</p> <p><i>Continued on next page.</i></p>	<p>Rites of Passage - Naming Ceremonies : Mandy Ross ISBN 978-1403439895</p> <p>Life Times - Growing Up Anita Ganeri ISBN 978-0237518325</p> <p>Looking at Religion - My Sikh Life : Kanwaljit Kaur-Singh ISBN 978-0750249577</p> <p>Sikhs in Britain Fiona MacDonald ISBN 978-0749658830</p> <p>The facts about Sikhism : Alison Cooper ISBN 978-07500251075</p> <p>My Sikh Year : Cath Senker ISBN 978-0750240550</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
2.2		<p>How do Sikhs show they belong?</p> <p><i>To explore the Sikh Amrit ceremony.</i></p>	<p><i>Continued from previous page.</i></p> <p>Look at the rules, members of the Khalsa, are expected to obey. Which ones would you find easy to obey? Which ones would you find difficult? Why do you think that it is important to have a special ceremony when you become part of a group to show that you belong? How do you think that this ceremony helps the person involved to become a full member of the group? How does it help the group that the person is joining? What about people who are to members of the group?</p> <p>Was this the same for you when you joined your group/school?</p>	<p>Links with 'Faith makes a difference' DVD: Film clip 10: Living By Rules, Initial, The turban - start time on DVD 03:01</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
3.1		<p>How do Muslims show they belong to their RT?</p> <p><i>To explore the five daily prayers and the dress code of believers at prayer.</i></p>	<p>Muslims show their belonging to their religion by praying five times a day, which is the second pillar of Islam. Muslims pray because Allah told them to do so in the Qur'an chapter 17: 78.</p> <p>"Establish regular prayers - at the sun's decline till the darkness of the night, and the morning prayer and reading: for the prayer and reading in the morning carry their testimony".</p> <p>Discuss the verse (e.g. when the sun begins to decline from the zenith to full darkness, Muslims say four prayers, these are called Zuhr, Asr, Maghrib and Isha. The morning prayer is called Fajr and the reading is the reading of the Qur'an straight after Fajr.)</p> <p>Muslims try their best to say all their prayers in the mosque because there is a greater reward but if this is not possible then they pray at home.</p> <p><i>Continued on next page.</i></p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring One	Unit: 3 weeks	Cluster: Community	
Disposition:	Cultivating Inclusion, Identity and Belonging			

Week	Date	Questions	Activities	Resources
3.2		<p>How do Muslims show they belong to their RT?</p> <p><i>To explore the five daily prayers and the dress code of believers at prayer.</i></p>	<p><i>Continued from previous page.</i></p> <p>When Muslims pray, they have to be dressed modestly. This means that women must be covered from shoulder to ankles and from neck to wrists. They must cover their heads, including their necks. Men must be covered from shoulder to knees and it is desirable that they cover their heads.</p> <p>Ask pupils to draw pictures of the different ways men and women can dress to meet the above guidelines whilst praying (e.g. long dresses, skirts and shirts, shalwar/kameez, etc. with a head covering, men may wear long Kurtas (long dress) trouser suits, jeans/tops or any casuals, etc). (TELL PUPILS THEY MUST NOT DRAW FEATURES OF THE FACE WHEN THEY ARE DRAWING THE PICTURES).</p> <p>Display the pictures.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
1		<p>How big is your love?</p> <p><i>To begin to make the connection between love and forgiveness.</i></p>	<p>Play game to explore the word 'sorry'. For example: "Sorry Honey, I love you but I just can't smile". A volunteer tries to make another class member smile by saying "Honey I love you, can you give me a smile?" The class member then responds with "Sorry Honey, I love you but I just can't smile" without smiling.</p> <p>It's easy to say "sorry" in a game, where we don't mean it, but sorry when we mean it is often very hard to say.</p> <p>Explore different forgiveness scenarios by using a Venn diagram. "Easy to forgive", "Hard to forgive" and "Depends".</p> <p>Discuss if forgiveness changes for each person e.g. Is it easier to forgive your mum or a shop assistant?</p> <p>Discuss nice things we can do to help us say sorry e.g. make a card, give flowers.</p> <p>Make a "sorry" card.</p>	

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
2		<p>What does the Bible teach about forgiveness?</p> <p><i>To begin to understand that the Bible teaches forgiveness. All things can be used by God for good purposes.</i></p>	<p>Look at circumstances when it will be hard to forgive the perpetrator, e.g. Corrie ten Boom, latest news articles.</p> <p>Read Joseph story in <i>Genesis 35:23-29; 37:1-4 and 15-36.</i></p> <p>In groups, create character profiles for Joseph, his dad, Reuben, Judah, Simeon and Zebulon. Discuss how the different characters feel towards one another. Would this be a hard situation to forgive?</p> <p>Why might forgiveness be difficult for Joseph?</p> <p>Read <i>Genesis 50:15-21</i> of how and why Joseph forgave his brothers. Note that Joseph saw God's plans and purposes in what was intended as a wicked act.</p> <p>Explain that the Bible teaches us to forgive, even though sometimes it is hard.</p> <p>Look at news reports for modern example(s) of forgiving because of Christian belief.</p>	<p>International Children's Bible References: <i>Genesis 35:23-29</i> <i>37:1-4 and 15-36</i> <i>50:15-21.</i></p> <p>http://www.heroesofhistory.com/index.html</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
3		<p>What does the Bible teach about forgiveness?</p> <p><i>To explore God's forgiveness at the cross of Jesus.</i></p>	<p>Children to build a word bank relating to words associated with Easter.</p> <p>Read the story from Luke 23:13-25 and 30-43, looking at the perspective of the two robbers who were crucified near Jesus. They deserved their punishment, yet Jesus did not. Jesus forgave one of them because he asked for it.</p> <p>Watch Miracle Maker video clip - crucifixion scene. Discuss with the children why Jesus did this. Explain that the Bible teaches that: Jesus' death made it possible for people to be forgiven by God and Jesus' death opened up the way for people to be friends with God.</p> <p>Children write newspaper article or journal entry of someone who was there at this crucifixion. For example: one of the robbers, spectator, etc.</p>	<p>International Children's Bible References: Luke 23:13-25 and 30-43</p> <p>The crucifixion scene from the Miracle Maker video/DVD</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Regardful of Suffering		
Week	Date	Questions	Activities	Resources
1		<p>What hurts you?</p> <p><i>Begin to explore empathy.</i></p>	<p>Talk briefly about the obvious causes of hurt, such as physical pain, and then move on to name calling etc.</p> <p>Move on to the next level of hurt - the empathy we feel with those who are suffering.</p> <p>Show children the SEAL pictures.</p> <p>Use post-it notes to allow each pupil to attribute a thought or a feeling to the child/children in the picture who is being hurt. Use a second post-it note for the pupil to respond to the hurt child's distress.</p> <p>As a class, look at these responses. Then discuss situations that they might come across in school. Would their responses be the same? How can their responses help and support each other when they are hurt?</p>	<p>http://www.nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Links with 'Faith makes a difference' DVD: Film clip 7: Being Regardful of Suffering, Initial, Human trafficking drama - start time on DVD 00:00</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Regardful of Suffering		
Week	Date	Questions	Activities	Resources
2		<p>How do RT respond to the suffering of others?</p> <p><i>Explore the basis of Muslim empathy.</i></p>	<p>Islam teaches Muslims to care for others. Read through the following Hadith (sayings of the prophet) (found on next page).</p> <p>Discuss this Hadith with the children.</p> <p>Ask the children to work in pairs. Write and record how Muslims would help people who might be hungry because they have no money to buy food, thirsty because there is no clean water to drink.</p> <p>For example, by giving money to Islamic Relief and/or working with them as a volunteer.</p> <p>Ask pupils to research on the sorts of projects Islamic Relief is involved in. Visit website. Choose children to give feedback to whole class.</p>	<p>http://www.islamic-relief.com/uk/</p> <p>Hadith (found on next page).</p>

"Abu Rabi reported that prophet Mohammad said: the one who visits the sick is like the one who is in the fruit garden of paradise until he returns".

"Abu Huraira also reported that prophet Mohammad said: Allah will ask on the day of judgement:

O son of Adam, I was sick but you did not visit me. He would say: O Allah how could I visit you, you are Allah, the Lord of the Worlds? Thereupon Allah would say: Did you not know such and such person of mine was ill but you did not visit him and were you not aware that if you had visited him, you would have found Me by him?

O son of Adam, I asked for food from you but you did not feed Me. He would say: O Allah, how could I feed you, You are Allah the Lord of the Worlds? Thereupon Allah would say: Did you not know such and such person of mine asked for food from you but you did not feed him, and were you not aware that if you had fed him you would have found him by My side?

O son of Adam I asked you for a drink but you did not give Me the drink. He would say: O Allah how could I provide you with a drink, You are Allah the Lord of the worlds? Thereupon Allah would say: such and such person of mine asked you for a drink but you did not provide him and had you provided him drink, you would have found him by My side."

(Hadith: Muslim Book 45: chapter 13 p175-176 Hadith 2568 and 2569).

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Spring Two	Unit: 3 weeks	Cluster: Compassion	
Disposition:		Being Regardful of Suffering		
Week	Date	Questions	Activities	Resources
3		<p>What hurts God? How does God respond to human suffering?</p> <p><i>Begin to explore God's response to human suffering-Easter Story.</i></p>	<p>Recap suffering. Recap the human responses to suffering. Retell the Easter Story.</p> <p>Using the resource sheet, put the story into the correct sequence.</p> <p>In groups, ask the children to consider the various responses to the crucifixion (Mary mother of Jesus - sad; Jewish leaders - triumphant; Roman Soldiers - indifferent; Disciples - lost).</p> <p>As a class, discuss the reaction of God. Point out the three-hour darkness, which is an indication of God's distress during the crucifixion.</p> <p><i>Today's lesson looks at God's response. Because of sin (thinking, saying and doing wrong things) the Bible tells us that the world suffers (Romans 8:22-23). Sin also upsets God (Genesis 6:5-7). In the story of Noah and the flood we learn that God was prepared to destroy his creation (Genesis 6:9-8:22). The New Testament teaches that instead of total destruction God himself came to take the punishment for sin (Romans 5:12-21). The way in which God did this is was by Jesus dying on the cross (Easter Story). At the end of time, all suffering will be over (Revelations 21:4) God is delaying his judgement so that more people can be saved (2Peter3:9).</i></p>	<p>www.educate.org.uk</p> <p>Resource sheet is on this website.</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer 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>Make the children aware that every aspect of society is governed by rules.</i></p>	<p>Discuss the rules regarding education. Explain that teachers follow rules about what is taught—this is called the National Curriculum. The curriculum is set at a national level, it then comes down to a school level, year level.</p> <p>Ask the children to make up their own timetable and explain why it suits them and what they would be missing out on.</p> <p>Explore the importance of rules in this instance, i.e. the balance of skills needed in adult society.</p>	Blank timetable

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
2		<p>What rules does Judaism say are important?</p> <p><i>To explore the Ten Commandments as rules to live by.</i></p>	<p>Look at school rules. See how they could be grouped in the following categories; interactions between children and children; children with adults and children with property/school grounds.</p> <p>Explain to the children that The Book of Exodus tells of how God called Moses to the top of Mount Sinai. God told him that he had chosen the Israelites as his special people. He would care for them and take them to a new land but they must keep the ten rules. He gave these rules to Moses, written on two stone tablets. The story is in the Tenakh or Old Testament of the Bible. (Exodus Ch. 19-20). The Torah (The Five Books of Moses) contains all of the commandments given to Moses for the Jewish people including the Ten Commandments.</p> <p>Read the Ten Commandments. Ask children to differentiate between which of the two relationships the Ten Commandments refer to; humans' relationship with God and human to human.</p> <p>What rules would you write for people to follow today? Compare these with the Ten Commandments.</p>	<p>Copies of the School Rules.</p> <p>Festivals : Jean Gilbert ISBN 0193212854</p> <p>My Jewish Faith : Anne Clarke ISBN 023751897-X</p> <p>Great Religious Leaders - Moses and Judaism Sharon Barron ISBN 978-0750237055</p> <p>Facts about Judaism Alison Cooper ISBN 978-0750248327</p> <p>Links with 'Faith makes a difference' DVD: Film clip 10: Living By Rules, Initial, Shabbat - start time on DVD 01:23</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
3		<p>What rules does Christianity say are important?</p> <p><i>Explain that Christians believe that the essence of The Ten Commandments to be love for God and love for others.</i></p>	<p>Last week we looked at Jewish law. Jesus was born a Jew. One of the criticisms made against him was in some ways he appeared not to keep the Jewish law!</p> <p>Read Mark 7:1-13. In this passage we learn that Jesus didn't make his followers keep the food laws. He said that the Pharisees had got it wrong! They were poor examples (Matthew 23). Discuss rules. Is it the spirit, or the letter of a law that matters most? The spirit of a law can be quenched by a wrong reading of the letter of the law.</p> <p>Read Matthew 22:34-40. Jesus said that the essence of God's law is love; love for God and love for other people.</p> <p>Conclude by discussing whether if someone really loves God and really loves other people the way they love themselves - are any other laws needed? .</p>	<p>Bible references: Mark 7:1-13 Matthew 22:34-40</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
1		<p>What influences your behaviour?</p> <p><i>Begin to understand that the opinions of others is a major influence on our behaviour.</i></p>	<p>Show children pictures of 5 different people e.g. The Queen, a teacher, a friend, a policeman.</p> <p>List 5 scenarios e.g. eating a bowl of cereal, riding on a bus, talking on a phone to friends etc. Create a grid with the people along the top and the scenarios down the side, and as a class discuss how they would perform each activity in front of each different audience.</p> <p>Role play having dinner with different people. This could be done by giving the children a name on a card and getting one of them to act as this character.</p>	Pictures of people

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four	Term: Summer One	Unit: 3 weeks	Cluster: Choice	
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
2		<p>How did God influence the life of John Newton / Gandhi or other person?</p> <p><i>Begin to understand that faith is a major influence on behaviour.</i></p>	<p>Look at the life story of an historic person e.g. John Newton who had a major life change from being a slaver to being an abolitionist when he became a Christian.</p> <p>And / or the life of Gandhi who campaigned for the rights of the untouchables in Indian society. Although Gandhi was a Hindu, he spoke of non-violence, "ahimsa", which is a Jain concept meaning non-violence.</p> <p><i>Should you have pupils whose faith is Jainism it should be possible to develop this topic to include some specific references.</i></p>	<p>www.jainism.org.uk</p> <p>http://www.bbc.co.uk/religion/religions/jainism/</p> <p>Links with 'Faith makes a difference' DVD: Film clip 15: Creating Unity & Harmony, Initial, Faith making a difference - start time on DVD 01:47</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer One	Unit: 3 weeks	Cluster: Choice
Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
3		<p>How is God influencing the life of people today?</p> <p><i>Begin to understand that faith is a major influence on behaviour.</i></p>	<p>Look at the life story of a modern day person of faith e.g. Daniel Bedingfield, Cliff Richard, Delia Smith and Rosemary Connelly. (The person of faith doesn't have to be a 'famous' person, it can be someone in the school community who the children are familiar with.)</p> <p>Discuss with the children that it can be quite hard to identify people of faith, in the sense that people often do things quietly.</p> <p>Discuss the power of good deeds being done quietly and the respective values of behaviour which pleases God and behaviour which attracts 'fame'.</p> <p>Read Matthew 6:1-4 <i>This passage teaches us to be careful to do our good works quietly.</i></p> <p>Conclude by considering good works that can be done 'quietly' for the benefit of the school and / or local community.</p>	<p>http://www.danielbedingfield.com/flash.html</p> <p>Bible references: Matthew 6:1-4</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1.1		<p>What do you see in your mind?</p> <p><i>Explore uniqueness by following Isaac Newton's example.</i></p>	<p>Ask the children to look at their hands, what can they learn about themselves and the world from their hands?</p> <p><i>We are hoping that the children will come up with things to do with creativity, uniqueness, dexterity, caring, hating, destruction, communication, emotion, helping, etc.</i></p> <p><i>Newton's thumb. Individuals and fingerprints being unique.</i></p> <p>Briefly introduce the scientist Isaac Newton, then inform the children that when Newton considered his hands, what occurred to him was- God.</p> <p>" If there were no other evidence for the existence of God then simply my thumb print would convince me."</p> <p><i>Continued on next page.</i></p>	<p>Building to the Unique Me Folder. My relationship to my world and my God.</p> <p>http://en.wikipedia.org/wiki/Isaac_Newton</p> <p>Links with 'Faith makes a difference' DVD: Film clip 2: Appreciating Beauty, Initial - start time on DVD 00:00</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
1.2		<p>What do you see in your mind?</p> <p><i>Explore uniqueness by following Isaac Newton's example.</i></p>	<p><i>Continued from previous page.</i></p> <p>As an activity the children could look at their thumb through a microscope or a magnifying glass. Then they could try to draw their thumb print on A4 or A3 paper, in the gaps between the lines they can write words that explain how they are unique and individual. If a digital camera is available, then the thumbs could be photographed and enlarged. And / or they could make a print of their thumb, which could be enlarged on the copier, printed onto acetate and projected on the wall. Children could use that to create their image.</p> <p>The thumb drawing is the first item in the project folder, "The Unique Me."</p>	<p>Building a Unique Me Folder. "My relationship to my world and my God".</p> <p>http://en.wikipedia.org/wiki/Isaac_Newton</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
2		<p>How does this make you feel?</p> <p><i>Lead the children to an understanding of the creativity and majesty of God.</i></p>	<p>As a class, record the names of as many species of animals, birds and insects as possible in 3 minutes.</p> <p><i>Google some information about the number of varieties of one or more species of animal. E.g. there are 75000 types of spider.</i></p> <p>Watch a clip from a wildlife video e.g. David Attenborough. The children can make notes as they are watching the film of the variety of creatures they see.</p> <p>How does this make you feel? (Build/use a word bank).</p> <p>Look at pictures of a large number of butterflies. Only one kind of butterfly is 'needed' but many butterflies are in existence.</p> <p><i>Believers think that it is important to God to create a variety of individual creatures. It is also a measure of his ability to create.</i></p> <p>Ask the children how they feel about a God that has made them uniquely?</p> <p>Share the poem on the next page</p> <p>Then children can create their own butterfly.</p>	<p>Access to Google</p> <p>David Attenborough DVD/video</p> <p>Books or access to the web to find information about butterflies</p> <p>The butterfly poem (found on the next page) is the second item in the project folder, "The Unique Me."</p>

Children are like Butterflies

Children are like butterflies in the wind.
Some can fly higher than others,
But each one flies the best it can.
Why compare one against the other?
Each one is different.
Each one is special.
Each one is beautiful in his own way.

Poet unknown

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
3		<p>What can we learn about God from creation?</p> <p><i>Begin to understand about the creativity and majesty of God from Creation.</i></p>	<p>Simply outline the Big bang theory and the theory of Intelligent Design, using web links.</p> <p>Does what we have done in the last two weeks help us make sense of either of these theories? Let the children discuss amongst themselves their initial thoughts.</p> <p><i>At this stage we don't want to point the children in either direction but allow them to use their imagination and uniqueness to consider the two theories. The reason that we use the word "theory" is because neither of these views can be empirically proven, you may wish to explain this to the children.</i></p> <p>In their project folder they can write or draw about which theory they favour and explain their reasons why.</p>	<p>http://www.astronomy-for-kids-online.com/bigbangtheory.html</p> <p>http://www.sikhpoint.com/kidscorner/kid_universe_detail.php?artid=156&module=ww&level=3</p> <p>http://www.big-bang-theory.com/</p> <p>http://www.allaboutthejourney.org/evidence-for-intelligent-design.htm</p> <p>Links with 'Faith makes a difference' DVD: Film clip 21: Being Curious & Valuing Knowledge, Initial, Big bang/creation - start time on DVD 00:00</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
4/5		<p>What can we learn about God through creation stories?</p> <p><i>Awaken the children's awareness by sharing a variety of creation stories with them.</i></p>	<p>Most people of faith favour the intelligent design theory, believing that the world is so complex and ordered that it supports the idea of a creator God.</p> <p>Provide resource materials for 2/3 creation stories, including those from faith groups represented in your class. This could easily be done as a comprehension activity, where they read a text about the story and answer the questions.</p> <p><i>'Tapestry of Tales' (see resources) outlines the main creation stories, (Christianity, Islam, Buddhism, Hinduism, Chinese, Maori).</i></p> <p><i>In line with the ethos of the syllabus, please create the opportunity for each child to study the creation story of their own religion. By using this book, you will be able to very easily create a question and answer sheet for the main faiths represented in Birmingham.</i></p> <p><i>Continued on next page.</i></p>	<p>Focus English Anthology Text extracts 5 Chris Buckton and Pie Corbett Heinemann Educational Publishers (1998) ISBN 0 435 10729 1</p> <p>'Tapestry of Tales' Sandra Palmer and Elizabeth Breuilly ISBN 0003120007</p>

Exemplar Material for a school with majority Christian pupils			Cluster Example 1	<i>Teacher Guidance</i>
Year: Four		Term: Summer Two	Unit: 6 weeks	Cluster: Creativity
Disposition:		Being Imaginative and Explorative / Appreciating Beauty		
Week	Date	Questions	Activities	Resources
4/5		<p>What can we learn about God through creation stories?</p> <p><i>Awaken the children's awareness by sharing a variety of creation stories with them.</i></p>	<p><i>Continued from previous page.</i></p> <p>Ask the children to point out differences and similarities between the stories they have learnt about. Then develop the discussion into the idea of the story supporting their uniqueness.</p> <p>For their project folder, children can paint or produce a collage of the world in which they live or of themselves.</p>	<p>Focus English Anthology Text extracts 5 Chris Buckton and Pie Corbett Heinemann Educational Publishers (1998) ISBN 0 435 10729 1</p> <p>'Tapestry of Tales' Sandra Palmer and Elizabeth Breuilly ISBN 0003120007</p>