

RE in KS2: Programme of Study

What do pupils get out of RE at this key stage?

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Study of Muslims, Hindus, Sikhs Jewish people, Christians and non-religious people is the minimum

Aims:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

RE teaching and learning should enable pupils to...

A. Make sense of a range of religious and non-religious beliefs.	B. Understand the impact and significance of religious and non-religious beliefs.	C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.
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End of lower Key Stage 2 outcomes

RE should enable pupils to:

Identify and describe the core beliefs and concepts studied	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.
Make clear links between texts / sources of authority and the key concepts studied	Describe how people show their beliefs in how they worship and in the way they live	Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers	Identify some differences in how people put their beliefs into action	Give good reasons for the views they have and the connections they make

These general outcomes are related to specific content within the medium term plans that follow.

There are many good cross curricular links through which RE can be enhanced, with for example, art, music, history, geography, English and PSHE. These are encouraged by this syllabus but never at the expense of the aims and outcomes of RE.

Unit L2.3 What do Christians learn from the Bible's creation stories?

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own, to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Understand the impact: - Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) - Describe how and why Christians might pray to God, say sorry and ask for forgiveness. Make connections: - Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 5 key words to teach: Christian, Creator, God, Genesis, Stewards	As a way in, get pupils outside to experience some of the sights and sounds of nature, focusing on what they find wonderful about the world, identifying 'wow factors' in nature. Take photos for a display and add to it through the unit. - Read the Jewish/Christian creation story, Genesis 1:1-2.3 (using e.g. International Children's Bible on www.biblegateway.com or Bob Hartman <i>Lion Storyteller Bible</i>). Ask pupils to say, write or draw what the story suggests is wonderful about the world. Use creative expressions inspired by the story. - Point out that Christians and Jews believe that God created the world. From the story, collect some ideas about what kind of God is it who creates the world. Count how many times the story says the world was 'good' or 'very good'. Talk about why humans are good in the story. Add to the ideas about what God is like, according to this narrative. - Think about some 'wow' things people have created, including pupils. Talk about how they have looked after these things and make the connection with Christian beliefs about God wanting humans to look after the world too. Look at Genesis 1:28-30. Get pupils to make up some more detailed instructions from God to humans to keep the world 'very good'. - Find some examples of how Christians try to look after the world – to be 'stewards' or 'caretakers'. E.g. Operation Noah, a Christian environmental group, A Rocha and their 'Eco Church' and 'Living Lightly' campaigns. Find out what they think about God and find some evidence that they do these things because they believe in God as Creator. - Find and listen to some songs and hymns that celebrate the Christian idea of God as creator (e.g. Fischy Music <i>Wonderful World</i> and <i>Creator God</i>). Collect examples of things that Christians thank God for. Compare these with the 'wow' ideas in nature and from humans. - In groups, discuss what pupils think Christians could learn about God, humans, animals, nature, creation, and caring for the world from the creation story. Ask them to decide which are the most important two for Christians and why – welcome a range of views. Gather any questions pupils have about the ideas studied. Talk about whether believing in God might make a difference to how people treat the earth or not. - Remind pupils that many people are not Christians and some don't believe the world was created by God. Ask pupils to think of other reasons why nature / humans are important and why we should look after the world / each other. See if pupils can decide upon one thing everyone in the class can try to do over the next week to make the world 'very good' (whether or not they believe in a God). - See how the story continues: read Genesis 2:15-17 and chapter 3 in a dramatic and engaging way. Hot-seat the characters (get someone to be a spokesperson for God). Explore how this story teaches Christians that Adam and Eve went their own way, against God, and that this messed up everything. Introduce the term 'the Fall', which describes the way Adam and Eve 'fell' from their close relationship with God. Most Christians see this as a picture of how all people behave: everyone 'sins', they say; and that this is why people are separated from God and do bad things. - Find out a bit more about how Christians say sorry to God and how Christian say this is needed because people sin and are separated from God, and need to have that separation repaired. - Recap Ark or EcoChurch or other Christian environmental groups. Ask pupils to suggest what Christians could learn about the planet from Biblical creation stories. These outcomes and activities are abridged from Understanding Christianity, published by RE Today © 2016. Used by permission.

Unit L2.2: What is it like to be a Hindu? How is faith expressed in Hindu community, worship and celebration?

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean - make links between Hindu practices and the idea that Hinduism / Sanatan Dharma is a whole 'way of life' (dharma) Understand the impact - describe how Hindus show their faith within their families in Britain today (e.g. home puja) - describe how Hindus show their faith within their faith communities in Britain today in varied ways (e.g. arti and bhajans at the mandir, in festivals such as Diwali, in worship at a home shrine) Make connections - raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas 5 key words to teach: Hindu, Dharma, gods and goddesses, murtis, mandir.	- Note that the word 'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs. Introduce the word <i>dharma</i>. This describes a Hindu's whole way of life – there is no separation between their religious, social and moral duties. (Note: this is why the Understanding the impact element comes first in this unit.) - Find out about how Hindus show their faith within their families. Show pupils objects you might find in a Hindu's home, and why, e.g. murtis; family shrine; statues and pictures of deities; puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita; Aum symbols. Find out what they mean, how they are used, when and why. - Explore the kinds of things Hindu families would do during the week, e.g. daily puja, blessing food, arti ceremony, singing hymns, reading holy texts, visit the temple, etc. Talk about which objects and actions are most important, and why. What similarities and differences are there with the family values and home rituals of pupils in the class? - Explore what Hindus do to show their tradition within their faith communities. Find out what Hindus do together, and why, e.g. visiting the temple/mandir; performing rituals including prayer, praise such as singing hymns/songs (bhajans); offerings before the murtis; sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – make links with learning from Unit L2.7 about how the different images show the different characters and attributes of the deities. - Find out how Hindus celebrate Diwali in Britain today. Show images of Diwali being celebrated in the UK (e.g. https://www.leicesterm Mercury.co.uk/whats-on/whats-on-news/diwali-2019-17-brilliant-events-3354840) and recall the story of Rama and Sita from Unit L2.7. Identify the characters; connect with ideas of Rama as the god Vishnu in human form (avatar); examine the role of Sita; examine the use of light in Hindu celebrations to represent good overcoming bad and Hindus overcoming temptation in their own lives; and the festival as an invitation to Lakshmi, goddess of prosperity and good fortune. Ask pupils to weigh up what matters most at Diwali. Talk about whether Hindus should be given a day off for Diwali in Britain: a social justice issue? - Find out about other Hindu celebrations, e.g. Holi, or Navaratri/Durga Puja in Britain (e.g. https://www.bbc.co.uk/programmes/p010x2wy). There is a BBC clip on Durga Puja in Kolkata here: https://www.bbc.co.uk/religion/religions/hinduism/holydays/navaratri.shtml). - Talk about what good things come from sharing in worship and rituals in family and community. Are there similarities and differences with people in other faith communities pupils have studied already? Are there similarities and differences with people who are not part of a faith community? If possible, invite a Hindu visitor to talk about how they live, including ideas studied above.

Unit L2.5: What is the 'Trinity' and why is it important for Christians? (God / Incarnation)

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Impact: learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes. Don't try to teach all this content: select for your class's needs.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - recognise what a 'Gospel' is and give an example of the kinds of stories it contains - offer suggestions about what texts about baptism and the Trinity mean to different Christians today Understand the impact - describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections - make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 5 key words to teach: God, Trinity, Father, Son, Holy Spirit	- This unit explores Christianity as a part of the balance of the syllabus as a whole. Other units consider key ideas from other traditions and communities. - The symbol of water. A way into this unit would be to explore how and why water is used as a symbol in Christianity: use some water to prompt pupils to think about how and when it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective, thirst-quenching, fun, etc. Make a link with why water is used in Christian baptisms – because of its many symbolic meanings. - Introduce the idea of a 'gospel' – a life story or biography of the life and teaching of Jesus. Tell pupils the story from one of the four Gospels, Matthew 3:13–17. Ask what they think is going on. Ask for suggestions about the meaning of details: the water, the voice, the dove. At the very start of Jesus' public life, it pictures the Trinity: the voice of God announces Jesus as the Son of God, and the Holy Spirit is present in the form of a dove. Christians believe that one important thing the story teaches is that Jesus is not just a good man, but God who has come to Earth to rescue humanity. Ask pupils to list clues they can find in the story for this message. This clip might help: set a clear watching brief. https://www.bbc.co.uk/programmes/p02mwwwt - Look carefully at two paintings of the Baptism (for example, by Verrocchio and Daniel Bonnell – see www.artsandculture.gov/learning-resources and search 'baptism'). Discuss similarities and differences between how the different painters show God. Christians believe God is three in one: Father, Son and Holy Spirit. They sometimes describe the Trinity according to their different roles: God the Father and Creator, God the Son and Saviour and God the Holy Spirit as the presence and power of God at work in all life today. Ask pupils to list ways in which these pictures show this belief. Ask the class to make their own pictures of the baptism of Jesus which include symbols for the voice of God and the Holy Spirit. - Ask pupils to draft a suggestion for a baptism prayer for a baby in a Christian family today: from their learning about Jesus' baptism, what kinds of words do they think will be in the prayer? Investigate what happens and what prayers are said at Christian baptisms, and compare the official prayers with their suggestions: what did they miss out? (See e.g. bit.ly/1xR5b8c). (Note that baptism has been introduced in Units F4, 1.8 and 1.10, so build on that learning.) Notice where Christian belief in the Trinity (God as three persons in one, Father, Son and Holy Spirit) is shown in the celebrations. Explore the differences between baptising babies and adults. List similarities and differences between the celebrations and make connections with the story of Jesus' baptism. Remind pupils of the symbolism of water: list as many ideas as possible for what water symbolises in baptism. - Return to the unit question: What is the 'Trinity' and why is it important for Christians? Ask pupils to express their response using symbols and art. Use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'Holy Trinity'. (There will be one not too far from you — there are at least ten in the West Midlands and many hundreds in the UK.) Ask them to write a short piece to explain their artwork and the 'big ideas'. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.

Unit L2.1 What are the deeper meanings of religious festivals? (Choose three religious festivals)

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Impact: Learning outcomes (intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: <i>Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.</i>
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify and describe how festivals from at least three religions are celebrated, using the right words - Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated. Understand the Impact: - Describe how people show devotion to God and commitment to key values in their festivals - Identify similarities, differences and generalities in relation to the festivals they study Make connections: - Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons 5 key words to teach: Festival, celebration, ritual, symbol, values.	Pupils will have studied some religious festivals previously, so the key to this unit is a progression to thinking about the deeper meanings. Examples given here are Diwali, Eid al Fitr, Passover and Vaisakhi, but other examples could be used. Find information on these festivals using BBC Schools, from the series My Life My Religion. https://www.bbc.co.uk/programmes/b05pctc9/clips Diwali (Hinduism) / Eid al Fitr (Islam) / Passover (Judaism) / Vaisakhi (Sikh). Ancient stories, modern community life - For each festival studied, learn the ancient story behind the festival. Find clues in modern festivals which point to elements of the ancient story, for example, Muslims have been fasting at Ramadan since the 7th Century (Eid al Fitr occurs at the end of Ramadan), and Jews remember the story of Moses on Passover. - Explore and describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals – which vary, but may include shared food, expressing devotion in worship in many ways and some ‘upside down’ moments, when ‘normal’ behaviour is reversed, for fun and learning; You could show a pupil friendly ‘Comic Relief video clip. Sacred symbols, rituals and remembrance - Consider, using P4C, questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Can God free people from slavery (Passover)? Does fasting make you a better person? How? (Ramadan and Eid Al Fitr) Is it important to commit your life to your religion (Vaisakhi)? Contemporary celebrations in the UK - Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is Halloween a ‘religious’ festival? What about Saint Valentine’s Day or Remembrance on 11th November? Thinking about deeper meanings: set activities which get the pupils thinking about these questions: - Can we identify some differences between religious festivals and other types of celebrations? - What are the connections between stories, symbols and beliefs with what happens at Eid, Diwali, Pesach or Vaisakhi? - What are the main similarities and differences in the way festivals are celebrated within and between religions? - What is worth remembering and celebrating every year? Creative engagement: create a group display of the festivals studied, showing common features - Use religious vocabulary, symbols, art, music, dance, drama, ICT to express understanding of the meaning of religious festivals for believers, reflecting on what is worth celebrating and remembering in their own life and community, expressing their own responses that show their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.

Unit L2.11 Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?

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Impact: Learning outcomes (Intended to enable pupils to achieve end-of-key-stage outcomes selected from these):	Implementation: Ideas and some content for learning: Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.
Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief: - Identify and describe the 5 Pillars of Islam and the beliefs they express - Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? Understand the impact: - Make simple connections between beliefs about Allah and the 5 Pillars - Describe how people show devotion in Islam Make connections: - Ask questions about why the Pillars are practiced by so many millions - Express their own ideas about the meaning and value of rituals like these 7 key words to teach: Pillars, Prophet, Shahadah, Prayer, Charity, Fasting, Pilgrimage	- Is life like a journey? Do we need a guide? Ask pupils to reflect on the idea of life as a journey and to think of questions that this idea raises, such as where they will get the things they need? What happens afterwards? How do we know which way to go? Who travels with us? - Introduce the five pillars of Islam as essentials in the life of a Muslim. The five pillars of Islam provide a structure for Islamic daily spiritual life. Islam is like a house held up by five strong pillars with central themes of living a good life and sharing with others. - Belief: First Pillar of Islam. Teach children about the 'Shahadah' which is fundamental to the Islamic religion and is their declaration of faith: - "There is no God except Allah, Muhammad is the prophet of Allah" (The 1st pillar of the 5 pillars of Islam). It's a belief to shout and whisper: teach the children that this belief is whispered to newborn babies by their fathers, and is shouted from minarets to call Muslims to prayer 5 times daily. Play pupils examples of the call to the prayer from a Mosque, e.g. choose two from http://www.islamcan.com/audio/adhan/index.shtml 'Peace be upon him' is said after every mention of Muhammad (pbuh). Teach children about the Islamic greeting 'As-Salamu-Alaykum' (Peace be upon you). Muslims say this to whoever they pray next to, at the end of every prayer. Share the story of Bilal, the first Muezzin, who proclaimed his belief in God even when his slave-master threatened his life! Belief in God and His Prophet matters very much in Islam. - Prayer: Second Pillar of Islam Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. Here's a good clip: https://www.bbc.co.uk/programmes/p010x7x8 Can pupils list 6 facts they learned from it AFTER WATCHING? - Ask pupils to consider in groups: Why do people pray? How do you think it might make them feel? Does God hear and answer people's prayers? Is it good to pray alone? In a group? Use clips from BBC 'My Life My Religion: Islam' http://www.bbc.co.uk/programmes/p02mwkxn - Charity: 'Zakah' the Third Pillar of Islam. Research Muslim charity or almsgiving – Zakah, and the ways in which Muslims help and care for the worldwide Muslim community (Ummah). Discuss why and how is Zakah performed and who benefits. Consider the importance of generosity in pupils' own lives: who is generous to you, and to whom are you generous? Why, and how does this make a difference? - Find out about an Islamic charity like Islamic Relief, which has section on its website for pupils: http://www.islamic-relief.com/hilal/index.htm Tell a story of the prophet and money and use this saying from the Qur'an to explore attitudes. "They ask you (O Muhammad) what they should spend in charity. Say: 'Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it.'" - The Holy Quran, 2:215 Why is charity important? How can people do more to help others? - Fasting: 'Sawm' the Fourth Pillar of Islam Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim. How does the class think fasting helps Muslims understand other people? Share information on the festival of Eid-ul-Fitr which happens at the end of Ramadan. It is a day of celebration, happiness and forgiveness. - Pilgrimage to Makkah: 'Hajj' - Fifth Pillar of Islam. Discuss the places in the world that pupils would most like to visit. Are some for inspiration? Use websites, videos or illustrations from books to show the different parts of the pilgrimage to Makkah – get pupils to think about how, who, where, when, why and what if questions to do with the Hajj, perhaps writing them around the edges of some riveting photos.. Give information so that pupils can answer some of their own questions. - Summarise pupils learning, reviewing what each of the Pillars contributes to Muslim belief, faith and devotion. Which Pillar is most important? Hardest to keep? Valuable for children? Comforting? Challenging?

YEAR 3 Curriculum Content

YEAR 3 SUMMER 2

Unit L2.7: What kind of world did Jesus want? (Gospel)

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Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can: Make sense of belief - identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - suggest ideas and then find out about what Jesus' inclusive actions towards outcasts mean for a Christian Understand the impact - give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make connections - make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas 5 key words to teach: Jesus Christ (Messiah), Gospel, good news, disciple.	- Introduce this unit by getting pupils to think about their favourite possessions and what things they spend their time doing on a regular weekend. This unit explores Christianity as a part of the balance of the syllabus as a whole. Other units consider key ideas from other traditions and communities. Remind pupils that Jesus is revered in Muslim life as the Prophet Isa. - Read the account of Jesus calling his first disciples (Matthew 4:18–22). Note what Jesus asks these people to do. What would they have to give up? How much would pupils be prepared to give up of their weekend routines? Why did these men leave everything to follow Jesus? Role-play this, getting pupils to suggest what the disciples thought and why. What might a 'fisher of people' be expected to do? Note that the word 'gospel' means 'good news' – Jesus must have seemed like good news to them. This unit explores some examples of why people thought he and his message were 'good news'. - Tell pupils that this story is part of a 'gospel', which tells the story of the life and teaching of Jesus. It's a kind of biography, and the writers made choices about what to include – they don't tell everything he ever said and did (and not all Christians agree about whether they include the actual words of Jesus). Ask pupils why they think Matthew included this story in his Gospel. Why didn't Matthew just give a list of qualities Jesus was looking for in a disciple – like a set of entry qualifications? - Look at some other stories that show what kind of world Jesus wanted. E.g. the story of the healing of the leper in Mark 1:40–44. Note how lepers were viewed at the time – as unclean and rejected. Explore why Jesus touched and healed this person, and note Jesus' practice of showing love to those most vulnerable and often rejected by society). Or the Good Samaritan (Luke 10:25–37). What kind of world did Jesus want? How did he want his followers to behave? - Look for evidence that churches are making the world like the one Jesus wanted: look at local church noticeboards or websites to see what they spend their time doing. Get pupils to reflect on the impact of these actions by weighing up which is more important to Christians: toddler groups or food banks; worship services or caring for the elderly; celebrating a baptism, a wedding or a funeral; reading the Bible or giving to charity, etc. These are all important to Christians, so pupils need to give good reasons, connecting with Jesus' teaching and example of love for others. - Imagine a day/week in the life of a church leader – what do pupils think will be involved? How much time is spent 'fishing for people'? How will they show love for God and for their neighbour? Then invite a church leader in to talk about their week. - Find some examples of Christian leaders going beyond the everyday routines to show love for others (e.g. Keith Hebdon fasting for 40 days, and some local examples). - Of course, it is not only Christians who want a better world – so do people from other faiths and those with no religious faith. First, ask pupils to describe what kind of world they would like to see and why, and what they would do to bring it about. Second, ask pupils to describe what kind of world they think Jesus wanted (e.g. showing love for all, even the outcasts). Compare these two worlds – similarities and differences. What is good and what is challenging about Jesus' teaching of love? Talk about what pupils think are the most important things all people can do to make a better world. These outcomes and activities are abridged from <i>Understanding Christianity</i>, published by RE Today © 2016. Used by permission.