**Year group: 2**

**Big question:** Why do Christians make and keep promises before God?

**Core concept:**

Ways if expressing meaning

Questions of values and commitment

**Sensitivities:**

Be mindful of pupils’ cultural backgrounds and beliefs.

Be mindful of pupils for whom the concept of belonging is difficult to comprehend.

Be mindful of pupils who may have experienced a family breakup.

**Religious vocabulary:**

* **Belonging:** Being part of a group/organisation.
* **Community:** People being together in a place with a common purpose.
* **Christian:** Someone who believes in God as Father, Son and Holy Spirit and accepts the teachings of Jesus.
* **Church:** The people who gather together because of their belief in God as Father, Son and Holy Spirit.
* **Symbol:** An object, sign that is used to represent something else.
* **Baptism/Christening**: Theinitiation ceremony into the Church and the Christian family. It is through Baptism that one becomes a member of Christ’s body - the Church.
* **Font:** It's a piece of furniture. Specifically, the baptismal font is the receptacle in which water is held for the baptism.
* **John the Baptist:** The prophet who was the forerunner of Christ.
* **Marriage:** The legal binding relationship between two people.
* **Vows/promise:** A declaration of what someone intends to do for someone else.

**Weekly questions:**

**Week 1:** Why do you think people belong to a Christian community?  
**Week 2:** What is Baptism and what does it mean?  
**Week 3:** What promises are made by parents and Godparents at an infant Baptism and why are they important?

**Week 4:** What happened when Jesus was baptised? What does his Baptism mean to Christians?  
**Week 5:** What does marriage in church mean to Christians?

**Week 6:** Why do Christians make and keep promises before God?

**What a child needs to know and remember by the end of the unit:**

* To understand the meaning of a church community.
* To know what Baptism is.
* To know the meaning of a Christian marriage.
* To know what is meant by the word ‘promise.’

**What a child should be able to do: (Assessment)**

**Ways of expressing meaning:**

* I can recognise the symbols of Baptism (water, light, forgiveness of sins and belonging) and marriage (exchanging of rings.) (WT)
* I can understand that Baptism means becoming a member of the Christian church and that a Christian marriage is making promises before God and the Christian community. (Exp)
* I can use religious vocabulary to describe the meaning of Baptism and marriage. (GD)

**Questions of values and commitments:**

* I can talk about what is important to me and others. (WT)
* I am beginning to be able to express my own opinion and recognise there is often more than one answer. (Exp)
* I am beginning to make links between things that are important to me which may be different for other people. (GD)

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| **Background knowledge for teachers:**  **Core concept:**  **Definitions:**   * **Rite of passage:** a ceremony or event marking an important stage in someone’s life. * **Sacrament:** An outward and visible sign of something that is inward and spiritual. Another definition - a visible sign of God’s invisible grace.   **Baptism:**     * Baptism means to dip or immerse. * Long before Christ came, it was a rite that was practised in the Old Testament. Baptism was used as a rite of washing with water as a sign of religious purification and consecration. It signifies purity or cleansing from sin and devotion to God. * In the [New Testament](https://www.learnreligions.com/bible-structure-new-testament-books-712750), the significance of baptism is seen more clearly. [John the Baptist](https://www.learnreligions.com/profile-of-john-the-baptist-701090) was sent by God to spread the news of the coming Messiah, [Jesus Christ](https://www.learnreligions.com/profile-of-jesus-christ-701089). John was directed by God **(John 1:33**) to baptise those who accepted his message. John's baptism was called “a baptism of [repentance](https://www.learnreligions.com/what-is-repentance-700694) for the forgiveness of sins.” **(Mark 1:4,**[**NIV)**](https://www.learnreligions.com/new-international-version-niv-700664). Those baptised by John acknowledged their sins and professed their faith that through the coming Messiah they would be forgiven. Baptism is significant in that it represents the [forgiveness](https://www.learnreligions.com/what-is-forgiveness-700640) and cleansing from sin that comes through faith in Jesus Christ. * Baptism is the initiation ceremony into the Church and the Christian family. It is through Baptism that one becomes a member of Christ’s body - the Church.   **What does Baptism mean?**   * For many Christians, baptism is an outward sign of something happening on the inside that is spiritual. The word for this is a sacrament: something ordinary in itself, but that has a sacred (special) meaning. In this case, the meaning is that someone has turned to Jesus and decided to follow Him. Baptism requires a person to publicly declare their faith in front of witnesses.   **Two significant things happen in Baptism:**   * The washing away of sin. Through the waters of baptism, the individual is made clean and receives God’s forgiveness. * Moving from death to life. What this means is leaving the old self behind and being born again, ready to start living in a way that pleases God.   **Why do people get baptised?** (*Adapted from Request*)  One reason why Christians choose to get baptised is because Jesus himself was baptised. He also asked his disciples to baptise others as a sign of their commitment to living life differently. In the Bible, the Gospel of Matthew records these words as the last thing Jesus said before he returned to heaven:  “I have been given complete authority in heaven and on earth. Therefore, go and make disciples of all the nations, baptising them in the name of the Father, and the Son and the Holy Spirit. Teach these new disciples to obey all the commands I have given you. And be sure of this: I am with you always, even to the end of the age.” **(Matthew 28: 18-20)**  When an infant is baptised, the parents and Godparents make promises on their behalf. When the child is old enough, they may make their own promise to live as a Christian in a confirmation service. Churches that do not baptise infants may have a service of “dedication” or “thanksgiving”, to say “thank you” to God for the child and to pray for the family.  **During the infant baptism ceremony:**   * The baby, parents and the Godparents are welcomed. * There are readings from the Bible. * The parents and godparents take vows, renounce Satan and evil and profess their faith and the faith they want the baby to be brought up in. * The Apostles’ Creed might be said as a statement of faith. * Water is poured over the baby’s head as the minister says: I baptise you in the name of the Father and of the Son and of the Holy Spirit (in Orthodox Churches, the baby is briefly put completely under the water.) * Godparents are sometimes given a lighted candle to represent the light of Jesus that has come into the baby’s life. * For the ceremony, parents may dress their baby in a special white garment.   **Baptism: Promises made by parents and Godparents**  At the baptism of children, the priest then says to the parents and Godparents  Parents and godparents, the Church receives these children with joy.  Today we are trusting God for their growth in faith.  Will you pray for them,  draw them by your example into the community of faith  and walk with them in the way of Christ?  **With the help of God, we will.**  In baptism these children begin their journey in faith.  You speak for them today.  Will you care for them,  and help them to take their place  within the life and worship of Christ’s Church?  **With the help of God, we will.**  **A large candle may be lit. The president addresses the candidates directly, or through their parents, godparents and sponsors**  In baptism, God calls us out of darkness into his marvellous light. To follow Christ means dying to sin and rising to new life with him.  **Therefore I ask:**  Do you reject the devil and all rebellion against God?  **I reject them.**  Do you renounce the deceit and corruption of evil?  **I renounce them.**  Do you repent of the sins that separate us from God and neighbour?  **I repent of them.**  Do you turn to Christ as Saviour?  **I turn to Christ.**  Do you submit to Christ as Lord?  **I submit to Christ.**  Do you come to Christ, the way, the truth and the life?  **I come to Christ.**  **Believers’ Baptism:**  A person may choose to be baptised once they have decided for themselves that they want to live as a Christian. This is known as believers’ baptism. Believers’ baptism can be celebrated in a number of different ways. One way being that the person would be dipped right under the water, as Jesus was when he was baptised in the River Jordan. This could take place in a river, a church baptistry or even a swimming pool. At other times the baptism may take place around the font with the sign of the cross being made from water on the person’s head.  **Symbols of Baptism:**  **Water:** Water is the primary symbol of baptism. John the Baptist used water (Mt 3:11; Mk 1:8a; Jn 1:33; 3:23), as did Jesus (Jn 3:22). Jesus is living water (Jn 4:10), and when Jesus died, the water that flowed from his pierced side serves as a wellspring of his life and grace (Jn 19:34). The usual method is infusion, for water to be poured over the head. Baptism can also be done by partial or full immersion. Water is a symbol of divine life, grace, new birth, growth, cleansing, washing away of sin and a start of a new life.  **Oil:**  This is used in many churches but not all. After the water has been poured, the individual is anointed with a special oil called sacred chrism, which represents healing, power and authority from God. .It is a symbol of becoming a member of the body of Christ and a share in eternal life.  **Baptismal garment.** The baptismal garment is a white garment either worn from the beginning of the ritual or given after pouring or immersion. It is an outward sign of the person’s new Christian identify. It also signifies that the individual has been clothed with Christ.  **Candle.** The baptismal candle is lit from the Easter Candle. (Paschal candle.) The candle represents the risen Jesus, who is the light of the world (Jn 8:12). Jesus is the light that guides every baptised person. It also represents the flame of faith, which is to be kept burning brightly.  **Baptismal font.**  The baptismal font is a large basin, usually placed on top of a pillar or stand, but it may emanate from the floor. It is often found at the back of a church as it marks the beginning of someone’s faith journey.  **John the Baptist: (Extract taken from BBC Bitesize.)**  There is an immediate connection made with the prophecy of Isaiah, who had talked of a messenger – **“A voice of one calling in the wilderness”** - who God would send to prepare the way for the coming of the promised Messiah.  This messenger is **John the Baptist**, who appeared in the desert of Judaea.  John’s role was to prepare the people for the coming of the Messiah. He did this through telling people to repent as the Kingdom of Heaven was near.  Baptism was a Jewish ritual – people were totally immersed in water to symbolise cleansing. John’s baptism was a symbol of repentance.  John was a second Elijah. He dressed and acted almost exactly like Elijah. He ate wild locusts and honey, he wore clothes made of camel hair and he had a belt tied around his waist.  John was a forerunner to the Messiah. He said, **“I baptise you with water for repentance, but one who is more powerful than I is coming after me; I am not worthy to carry his sandals. He will baptise you with the Holy Spirit and fire.”**  **Jesus’ baptism (Mark 1: 9–13)**  The baptism of Jesus is recorded in all four gospels. This sort of agreement is referred to as a **‘harmony of the gospels**.’  The baptism is an event that is very important in Jesus’ ministry. In this story we see clearly the relationship between Father and Son and the use of the title **‘Son of God’**.  The events that occurred in Jesus’ baptism are all signs of God’s presence.   * **The heavens were opened.** Heaven was a symbol of God’s presence, so the heavens being opened shows a closeness to humanity. Some scholars have suggested that this event was simply Jesus’ vision alone as it was not seen by anyone else. * **The Spirit of God descended in the form of a dove.** In the Old Testament doves were a symbol of the arrival of good news – eg when a dove brought the news that the flood had ended in the story of Noah. It has come to mean the symbol of peace and is regarded as a symbol of the Holy Spirit in modern Christianity. * **A voice from Heaven spoke,** “You are my son whom I love, with you I am well pleased.” This confirmed Jesus’ identity as the Son of God and would have given him confidence to carry out his ministry.   **Why did Jesus get baptised?**  Jesus was God’s son, so he was sinless and there was no need for him to receive forgiveness. John tried to refuse to baptise Jesus saying that it was he, John, who should be baptised by Jesus.  Christians believe that Jesus was baptised so that he could become like one of us. This shows his great humility. He set an example for us to follow.  Jesus’ baptism was also an opportunity to show his authority as God confirmed he was his Son.  **Christian Marriage:**  See the source image   * Marriage is a gift from God. * Marriage is a public declaration of love and commitment. This declaration is made in front of friends and family. * The vows that are made in church are made in the presence of God. * Marriage is a covenant. This means a two-sided promise between two parties or people. In a Christian marriage, the couple promise to love and honour the other person, to share everything with their partner. * Marriage is exclusive.This means it is only between the couple. The couple promise to be faithful to each other. Sexual relations should only occur between the married couple. * The ring is a symbol of unbroken love. * The House of Bishops state that theChristian understanding and doctrine of marriage is that it is a lifelong union between one man and one woman. The Church therefore is not able to marry same sex couples. This is different to the law of the land which allows for same sex couples to get married. * Roman Catholics and many Anglican churches, consider marriage to be a sacrament. They believe that God has joined couples together and what God has joined together no one can divide. **Mark 10.9:** Therefore, what God has joined together, let no one separate. It is for this reason Roman Catholics do not believe in or allow divorce. The Church of England allows people to re-marry in the Church though this is left to the discretion of the parish priest. |

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| **Lesson 1:** Why do you think some people choose to belong to a Christian community? | |
| **Intentions:**  To give pupils opportunities to: | * Know and understand the types of things that take place in a church. * Talk about why people might belong to a church community. * Begin to express their opinion.   **Key religious vocabulary:** Belonging, community. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Display** pictures of groups of people either pinned up round the room or on different tables (family, friendship, faith communities, clubs e.g. Beavers, Cub Scouts, Brownies, Guides, sports, music, etc.)  **Key questions:** Talk partners   * What do all the photographs have in common? (Belonging to a group.) * What groups do you belong to? * What do you enjoy about belonging to a group? * Do you think belonging to different groups is important?   **Record** different organisations, clubs and religious groups they belong to on a simple spider diagram.  **Share** the pupils’ responses and draw out the idea that some people belong to a faith, and for many Christians, the most important thing they belong to is likely to be a church.  **Main teaching input: (Investigate and explore)**  **Introduce the big question for the unit: Why do Christians make and keep promises before God?**  **Introduce this week’s question: Why do you think some people choose to belong to a Christian community?**  **Key questions: Questions in bold – record pupils’ answers as these questions will be re-visited in the plenary.**   * **What do you think happens in a church?** * **Who do you think goes to the church?** * **Who do you think the church is for?** * **Can anyone belong to the church or do you have to be Christian to belong to the church?** * Why do you think people go to the church? * Why do you think Christians go to church? * Do you think only Christians go to the church? * What happens when we go to the church as a school community?   **Display** images of the different things that go on in the life of the church. Use the school’s link church where possible but if this does not give the variety you require, then use either another church in the local area or one of the larger city churches that are active and offer variety.  **Explain** that to a Christian, the church is a group of people who all believe in Jesus and want to meet together to worship God, learn more about their faith and what it means to serve others. The church is not just there for Christians. It is also there to serve the community. Churches often run food banks and night shelters. Churches are often places where community events are held like weekly cafes, and choirs. People belong to the Christian community for lots of different reasons. **To note:** For some people, they might belong to the Christian community because it is place that offers them care and friendship or it is a place, they can go to participate in a community event.  **Main activity: (Evaluate and communicate)**  **Key question:** Why do you think some people choose to belong to a Christian community?  **Complete appendix lesson 1.** Alternatively design a similar sheet using examples from the school church or church you looked at earlier in the lesson.  **Plenary: (Reflect and express)**  **Circle time:**  **Revisit questions looked at earlier in the lesson - have pupils’ responses changed/developed?**  **Key questions:**   * What do you think happens in a church? * Who do you think goes to the church? * Who do you think the church is for? * Can anyone belong to the church or do you have to be Christian to belong to the church? * How do you feel when you belong to something? * What would it feel like to be left out / not belong? What should we each do to help others to belong? * Why do you think it is important that everyone feels included and invited?   **To note:** Emphasise that there are a variety of reasons why people choose to belong to a church community and that it is the church’s responsibility to make everyone feel welcome. |
| **Resources:** | * Pictures of different organisations. * Appendix lesson 1. * Images of things that go on in your school church or a church you have decided to focus in on. |
| **Sensitivities:** | * Be mindful of pupils for whom the concept of belonging to an organisation or family might be difficult. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 2:** What is Baptism, and what does it mean? | |
| **Intentions:**  To give pupils opportunities to: | * Know and understand what a Christian baptism is and what it means. * Know what each item used in a baptism, symbolises. * Talk about why something is important to them.   **Key religious vocabulary:** Baptism, font, candle, oil, belonging, Christian community. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * What many Christians believe belonging to a Christian community means. * Reasons why some people might choose to belong to a Christian community.   **Prior to the lesson:** Pupils are encouraged to bring in photos of their christening/baptism.  **Main teaching input: (Investigate and explore)**  Items and photographs related to Baptism are put out on tables. Groups move around the tables and discuss the following questions. Each group records their answers. **(See appendix lesson 6 for photos.)**   * Church * Font * Baptistry * Godparents * Parents * Water * Scallop shell * Candle * Oil * Promises * Priest * Christening gown   **Key questions:**   * Where might you find this item? * Where might you find these objects seen in the photograph? * What do you think this item is used for? * What do you think this item symbolises? * What do you think all these items/photographs have in common?   **Introduce this week’s question: What is Baptism and what does it mean?**  Explain the meaning of Baptism and the differences that occur in different denominations. Explain the difference between an infant Baptism and an adult Baptism. **(Refer to background knowledge for teachers.)**  Pupils are given the opportunity to share their own Baptism if they can remember it or their experience of seeing a Baptism.  **Watch** three video clips showing an infant and believer’s baptism  [**https://www.bbc.co.uk/bitesize/clips/zm87tfr**](https://www.bbc.co.uk/bitesize/clips/zm87tfr)  [**https://www.bbc.co.uk/bitesize/clips/zr34wmn**](https://www.bbc.co.uk/bitesize/clips/zr34wmn)  [**https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd**](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd)  **Discuss** what the pupils saw, heard and learnt from each of the video clips. Check for understanding. Teacher to write up the key points from the video for pupils to refer to during the independent task.  **Explain** that people can be baptised at any age, but in the Church of England people are often baptised when they are a baby. In Baptism, the individual or parent on behalf of the child, is committing themselves to following the teaching of Jesus, turning away from sin. Through Baptism the individual is welcomed into the Christian Church.  **Main activity: (Evaluate and communicate)**  **Essential items needed for Baptism:** Water, candle, oil.  Pupils explain what each item is used for and what it symbolises.  **Key questions:**   * Which item do you thinks holds the most significance in a Baptism? Can you explain why. * If you were to add one more item to the collection, what would it be and what would it symbolise? Pupils to explain why they have chosen what they have chosen. * What is the difference between an infant and believer’s baptism?   **Plenary: (Reflect and express)**  **Return to this week’s question: What is Baptism and what does it mean?**  **Provide pupils with the following statements:**  Baptism is a naming ceremony for babies.  Baptism is turning away from sin and beginning a new life with Jesus.  Baptism is how you join a religion.  Baptism is a public sign to others that the person has decided to become a Christian and becomes a member of God’s family - the Church.  **Key question:**   * Which of these statements are true?   **Address any misconceptions.** |
| **Resources:** | * Item and photographs linked with Baptism. * [**https://www.bbc.co.uk/bitesize/clips/zm87tfr**](https://www.bbc.co.uk/bitesize/clips/zm87tfr) * [**https://www.bbc.co.uk/bitesize/clips/zr34wmn**](https://www.bbc.co.uk/bitesize/clips/zr34wmn) * [**https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd**](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd) |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 3:** What promises are made by parents and Godparents at an infant Baptism and why are they important? | |
| **Intentions:**  To give pupils opportunities to: | * What promises are made at a Baptism and why they are important. * Talk about things that are important to them. * Begin to express their own opinion and recognise that there is often more than one answer. * Begin to make links between things that are important to them which may be different for other people.   **Key religious vocabulary:** Infant Baptism, promise. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * What Baptism is and what it means. * What the symbolism is behind each item that is used in Baptism   **Main teaching input: (Investigate and explore)**  If possible, visit the school church. Invite the vicar to perform a re-enactment of a Baptism. This provides an opportunity to reinforce the learning from the previous week. Point out to the pupils where the font is to be found in the church – at the back always. This is because it symbolises the beginning of an individual’s faith journey.  **Introduce this week’s question:** **What promises are made by parents and Godparents at an infant Baptism and why are they important?**  Focus on the promises: **(Refer to background knowledge for teachers.)**  **Explain** to the pupils what these promises mean and why it very important that parents and Godparents do their very best to try and keep them.  **Main activity: (Evaluate and communicate)**  **Key question:**   * If you were a parent, what other promises would you want to make that you think are important to try and keep when brining up a child?   **Pupils to think of three promises and explain why they think they are important.**  **Model** the writing to ensure high quality outcomes.  **Eg:** If I was a parent, I would want to promise that I would listen to my child when they wanted to talk. I think this is important because children need to know they have someone they can trust especially if they are worried about something. I would want to make sure I took my child to school every day because learning will help them to grow into successful adults. Finally, I would want to promise that I told my child that I loved them because this will help them feel special and wanted.  **Plenary: (Reflect and express)**  **Recapping prior knowledge:**  Which is the odd one out? **(See appendix lesson 3.)**  Pupils are encouraged to give reasons for their answers. The aim of the task is for pupils to demonstrate what they know about Baptism and its meaning. |
| **Resources:** | * Visit to the school church. * Appendix lesson 3. |
| **Sensitivities:** | * Be mindful of pupils for whom family life is difficult or who have experienced a family breakup or separation from their family home. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 4:** What happened when Jesus was baptised and what does his Baptism mean to Christians? | |
| **Intentions:**  To give pupils opportunities to: | * Know who John the Baptist was. * Understand why Jesus was baptised and what this means for Christians. * Talk about things that are important to them. * Begin to express their own opinion and recognise that there is often more than one answer. * Begin to make links between things that are important to them which may be different for other people.   **Key religious vocabulary:** John the Baptist, Jesus. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * What Baptism is and what it means. * What the symbolism is behind each item that is used in Baptism. * The importance of making and keeping promises before God.   Share with pupils a painting of John the Baptist.  **Key questions:**   * What do you notice? * What do you think this person is doing? * Who do you think this might be?   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: What happened when Jesus was baptised and what does his Baptism mean to Christians?**  Explain who John the Baptist was. **(Refer to background knowledge for teachers.)**  **Read** **Mark 1: 1-11** or **Matthew 3: 13-16** or watch a video clip about the Baptism of Jesus.  Jesus was baptised by John the Baptist.  [**https://www.youtube.com/watch?v=oGMCA\_aUY4c**](https://www.youtube.com/watch?v=oGMCA_aUY4c)  **Key questions:**   * What was John the Baptist doing before Jesus arrived? * How do you think John the Baptist might have felt when Jesus asked him to baptise him?   *(He thought he was not worthy to baptise Jesus.)*   * Why was it important for Jesus to be baptised? * What might Jesus have felt as he was baptised? * What did Jesus’ baptism mean to Him? * What do you think Jesus’ baptism means for Christians today?   **To note:** Jesus did what God asked of him – to be baptised. Jesus was obedient to God’s call and in faith was baptised. Jesus’ baptism serves as an example for believers to do likewise - to follow in Jesus’ steps and be baptised in the name of the Father, Son and Holy Spirit. This is why many Christians get baptised - following Jesus’ example.  **Main activity: (Evaluate and communicate)**  **Provide the pupils with three picture and three thought bubbles.**   * John the Baptist * Jesus * Outline of a person to represent themselves.   In the speech bubbles, pupils to write down what they think John the Baptist would have been thinking when Jesus asked John to baptise him, what they think Jesus was thinking as he was being baptised and their own responses to Jesus being baptised eg I think it was important that Jesus was baptised because…..  **Mark 1: 11:** And a voice came from heaven: "You are my son, whom I love; with you I am well pleased.  **Key question:**   * If someone very special to you was to show you, through their words, how very proud they were of you, what do you think they would say to you? * How would this make you feel and why?   **Plenary: (Reflect and express)**  **Return to this week’s question: What happened when Jesus was baptised and what does his Baptism mean to Christians?**  **Recap** key knowledge.  **Two pictures:** John the Baptist and Jesus.  **Key phrases:**   * Ate locusts and wild honey * Wore clothes made of camel skin * The Kingdom of heaven is near * Turn away from sin and wash yourselves clean in baptism * I am not worthy to touch his sandals * The promised Messiah * The man from Galilee * It is right to do all that God requires * This is my son who brings me great joy   **Pupils match phrases to the correct person.**  **Key question:**   * What do you think Jesus’ baptism means to Christians? (It shows that if baptism was important for Jesus, then it is important for Christians to be baptised as a sign of a commitment to following Jesus. It shows that Jesus is obedient to God and therefore Christians should also be obedient to God. It shows that Jesus knows and understands what being baptised means – showing commitment, cleansing of sin, beginning a new life.) |
| **Resources:** | * Pictures of John the Baptist and Jesus. * Speech bubbles. * [**https://www.youtube.com/watch?v=oGMCA\_aUY4c**](https://www.youtube.com/watch?v=oGMCA_aUY4c) |
| **Sensitivities:** | * Be mindful of pupils who have experienced adults breaking promises that have been made to them. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 5:** What does it mean for a Christian to be married in a church? | |
| **Intentions:**  To give pupils opportunities to: | * Understand the difference between a Christian and civil marriage. * Explore what it means for many Christians to be married in a church. * Talk about things that are important to them. * Begin to express their own opinion and recognise that there is often more than one answer. * Begin to make links between things that are important to them which may be different for other people.   **Key religious vocabulary:** Marriage, wedding, vows/promises. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * Who is John the Baptist and what was he called to do? * Why was Jesus baptised? * What does Jesus’ baptism mean for Christians?   **Explain** to pupils that Baptism is a Christian ‘rite of passage’. This means a special ceremony or event marking a change in someone’s life.  Today we are going to learn about how some Christians make a different change in their lives. What might this be?  **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: What does it mean for a Christian to be married in a church?**  **Ask** pupils if they have been to a wedding before. If yes, ask them to share their experience.   * What is a wedding? * What is ‘marriage’? * Who might get married? * Why do you think some people want to get married?   **Show** some photos of different wedding ceremonies, ensuring that there is diversity both in terms of culture, race, religion, secular and gender.  **Key questions:**   * What do you think is happening in these photographs? * What are the couple getting married wearing? Why do you think they have chosen these clothes? * Is there anyone else at the wedding? Who are they and why are they there? * What similarities and differences can you see between the different pictures? * Where is the wedding taking place? * Do weddings take place anywhere else? Where?   **Why might Christians want to get married in a church? What does it mean for:**   * The couple? * The wedding guests? * The priest?   When people get married, they make promises in front of witnesses. It is a public occasion.    **Key questions:**   * Who are they making these promises to? * Why do you think it is important for Christians to make their promises in front of God? What difference do you think it makes?   When a couple gets married, at the time, they plan to be married for their whole lives, and they are making promises which they intend to keep for their whole lives. Can you think of any other promises like this?  **Watch** a video or put the wedding vows up on the screen. Pause the video at various points to check understanding.  [**https://www.youtube.com/watch?v=SJleRRlHVEU**](https://www.youtube.com/watch?v=SJleRRlHVEU)  **Key question:**   * What are the couple promising to do? * How do you think a Christian marriage is different to a civil marriage?   **To note:** Ensure pupils know the difference between a Christian and civil marriage.  **Main activity: (Evaluate and communicate)**  **In pairs:**   * Pupils to write their own marriage vows in the form of promises. * Pupils decide what the couple will exchange and what the exchange symbolises. I give you this…….   Pupils to consider very carefully how these promises and the exchange will help the couple to live a life together well.  One pair join with another pair and share their promises. What do they notice? Are their promises similar or different to the other pair? Why did they decide on the promises they did?  **Plenary: (Reflect and express)**  **Return to this week’s question: What does it mean for a Christian to be married in a church?**  **Circle time:**  **Sentence starters:**   * I think getting married in a church for a Christian means that….. * If I was to get married, I would choose to get married in…. because…. * The most important promise I would want to make to my partner would be….because….. |
| **Resources:** | * A selection of photographs showing different wedding ceremonies. * [**https://www.youtube.com/watch?v=SJleRRlHVEU**](https://www.youtube.com/watch?v=SJleRRlHVEU) |
| **Sensitivities:** | * Be mindful of pupils who may have experienced a marriage break up. * Be mindful of pupils whose parents are not married and to not make comparisons between family arrangements, |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 6:** Why do Christians make and keep promises before God? | |
| **Intentions:**  To give pupils opportunities to: | * Revisit knowledge learnt during the unit of learning. * Express their opinion. * Make connections.   **Key religious vocabulary:** All prior religious vocabulary taught in previous lessons, |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * What the main differences are between a Christian and civil marriage. * What it means for many Christians to be married in a church.   **Main teaching input: (Investigate and explore)**  **Formative assessment lesson:**  **Key question:**   * What have you learnt about Baptism and Christian marriage?   **Options:**   * Pupils work in groups of three. * Pupils work in groups of three with some pupils working with a teaching assistant. * Pupils work as a whole class. * Pupils work in two groups – one led by the class teacher and one led by a teaching assistant.   **To note:** The role of the teacher during the task is to listen to pupils’ responses, to ask follow up questions and to address any misconceptions.  Each group is given a ‘talking tub’ that consists of the following: **(See appendix lesson 6.)**  **To note:** You may wish to use images of your own church and community.   * Church * Font * Baptistry * Godparents * Parents * Water * Scallop shell * Candle * Oil * Promises * Christening gown * Priest * Ring * Wedding dress * Congregation * God * John the Baptist * Jesus * Baptism * Marriage * Christian   **Pupils are encouraged to complete the following steps: You may wish to simplify these tasks or just do one of the steps.**  **Step 1:**   * Pupils are given the opportunity to talk about each item/photo in the tub. What can they remember from the unit of learning? Pupils are encouraged throughout to use religious vocabulary in their talk and conversation.   **Step 2:**   * On strips of paper, pupils write down what they believe the key knowledge is for each item, using appropriate religious vocabulary.   **Step 3:**   * On a different coloured strip of paper, pupils write down any links/connections they can make/see between the items. Alternatively, pupils group pictures and artefacts they believe go together and say why. Eg: Water, oil, candle = symbols of Baptism. John the Baptist and Jesus = John baptised Jesus. Vows and exchange of rings = promises they make to each other. Congregation, Baptism and marriage – both rites of passage require witnesses to be present and are made in the presence of God.   **Step 4:**   * On speech bubbles, children write down any questions they still have related to the big question?   **Plenary: (Reflect and express)**  **Return to the question: Why do Christians make and keep promises before God?**  **Circle time:**  **Sentence starter:**   * I think Christians make and keep promises before God because……   (Possible answers: To show their commitment to the faith in Baptism and to their partner in marriage. Christians believe that God will help them to keep their promises. Christians believe that God will give them the strength to keep going when things get difficult. God loves people so much that he will help guide them to make the right choices.)  Record pupils’ responses to use as formative assessment. |
| **Resources:** | * Talking tub. * Strips of paper. * Speech bubbles. |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |