

UNDERSTANDING CHRISTIANITY 2A:2

WHAT IS IT LIKE TO FOLLOW GOD?

PEOPLE OF GOD

OUTCOMES: At the end of the unit pupils are expected to be able to:

- Make clear links between the story of Noah and the idea of covenant.
- Make clear links between the story of Abraham and the concept of faith.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make simple links between people of God and how some Christians choose to live in their whole lives and in their church communities.
- Make links between the story of Noah and how we live in school and the wider world.

KNOWLEDGE BUILDING BLOCKS: Pupils will know that:

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe He promises to stay with them and Bible stories show how God keeps his promises.



Assessment format:

Children to complete assessment sheet (building blocks)


Teacher to complete assessment excel grid. (outcomes)

Please note: This unit has been adapted and uses material from both the core learning and digging deeper sections.

Appendix 3 – Expectations of planning in RE – example plan.

Lesson 1	Year 3 UC 2A: What is it like to follow God?	
Lesson Learning Question: What was it like for Noah and his family to follow God?		
Key Questions	Teaching and learning ideas and activities.	Expected learning outcomes
<p> How is the Bible structured?</p> <p>Why did God send the flood?</p> <p>Why did God save Noah and his family?</p>	<p>Discuss big question: What is it like to follow God? What do the children want to know / find out / what questions do they have when thinking about this question? I wonder who we might be finding out about in this unit? Put questions from the children up on the working wall.</p> <p>Explain that this unit will be exploring the concept ‘People of God’. Show the children the icon card and where it comes in the big frieze.</p> <p>Give the children a Bible between two. Allow them time to have a look at it, what do they notice about how the Bible is structured? Explain that it is divided up into 2 main parts (Old Testament and New Testament) It is also split into 66 books. How many have they heard of before?</p> <p>Give the children a big frieze to look at. Show them where the People of God panels are – can they spot any stories or characters they know. (Use the big frieze handbook for more ideas and things to hunt for)</p> <p>Can they spot where they think the New Testament begins? Can anyone remember the name of the concept that describes Jesus being born? (Incarnation) (Put a big frieze and icon cards on the working wall to support children’s understanding and knowledge during this unit.)</p> <p>Imagine your parents told you that you had to build a boat from scratch using very detailed instructions in the middle of the garden, miles away from the sea! How would you react / feel? I wonder how Noah felt when God told him to build an ark in the middle of a desert, miles and miles away from the sea?</p> <p>Tell the story of Noah from Genesis 6:5-9:17. Use the pupils to help you act out the retelling in large-scale dramatic fashion – everyone in the class should have a part. Explore what the other characters in the story may have been feeling / saying?</p> <p>Discuss the story together. What questions do they have about the story?</p> <p>Read the Bible text together Genesis 6: 5-22, 7: 1-5 (see below for <i>The Voice</i> translation version, which is written like a narrative indicating the actual spoken words of characters in the passages.)</p> <p>What do they notice about Noah in these verses? (He doesn’t speak, argue back, laugh or make</p>	<p>I can describe how Noah’s actions reflected his obedience and trust in God.</p> <p><i>By following God, Noah and his family had to learn to trust and obey him.</i></p> <p>Be aware that children may have seen images of Hurricane Harvey that hit Texas in August 2017 bringing severe flooding. Many people had moments to leave their house and all their possessions. I wonder how these people must have been feeling knowing that they may have lost everything?</p> 

Appendix 3 – Expectations of planning in RE – example plan.


	<p>light of what God is telling him – he follows obediently and does exactly what God asks of him) Do you think it was easy for Noah to follow God? I wonder what the rest of his family said about his plans? I wonder how you would have reacted if God had asked you to do these things? How much trust must he have had in God to follow him? Q: Why do you think God saved Noah and his family? Q: What qualities did Noah have that made God choose him? Q: Why did God send the flood? How was God feeling at this point? Do you think he wanted to send the flood? Q: What actions did Noah carried out that showed his obedience to God’s commands? Task: Either write a diary entry as Noah explaining his thoughts and feelings whilst building the ark having listened to God and followed his instructions. Or add speech and thought bubbles to the illustration of Noah below, explaining what he might have said to his wife / family and what he might have been thinking. (Noah obeyed God and trusted in him so the children’s comments should reflect this)</p>	
--	---	---

Lesson 2	Year 3 UC 2A: What is it like to follow God?	
Lesson Learning Question: What was God’s covenant with Noah?		
Key Questions	Teaching and learning ideas and activities.	Expected learning outcomes
 <p>What does the covenant mean?</p> <p>What is the significance of the rainbow in the story of Noah?</p>	<p>Show the children an image of the rainbow. What is a rainbow? What does a rainbow represent for Christians? Today we are going to find out! Show the children an image of the rainbow at the end of the story of Noah.</p>  	<p>I can make clear links between the story of Noah and the idea of covenant.</p> <p><i>By following God, Noah and his family had to learn to trust and obey him.</i></p>

Appendix 3 – Expectations of planning in RE – example plan.







	<p>Read the first Bible text together. (Genesis 8 See below) What did Noah do once the boat had reached dry land? Why do you think he did this?</p> <p>Read the second Bible text together. (Genesis 9 See below)</p> <p>God speaks to Noah in two different ways – can the children spot them? Through your questioning draw this knowledge out. <i>(Firstly, he gives them rules to follow so the world does not get into the mess it did before – do they agree with these rules? Are they relevant now? Secondly, He makes a promise to all the people and animals – what are his promises? What was the sign?)</i></p> <p><i>‘Look, for I am now going to make a pact, a special covenant, with you and all your descendants.’</i></p> <p>Discuss what this line might mean? What does a pact / covenant mean? Look it up in a dictionary. <i>(Definition: An agreement which brings about a relationship of commitment between God and his people.)</i></p> <p>Why do you think God makes a promise to his people? Is it more than just a promise? Is this covenant still a promise now?</p> <p>Task: Give the children a rainbow, inside it they need to write what God’s covenant to Noah and the rest of the world was. Can they explain why it is important and show a clear understanding of what a covenant is.</p> <p>Q: Why do you think Christians and Jewish still read this story? What do you think they learn from it?</p> <p><i>(This story says that God sent the flood to bring good into the world and wipe out evil. He promises to stick with people – even though people often mess up; God keeps on forgiving.)</i></p> <p>What do you think happened after this story – what do you think it was like for Noah and his family to follow God?</p>	
--	---	--

Appendix 3 – Expectations of planning in RE – example plan.

Lesson 3	Year 3 UC 2A: What is it like to follow God?	
Lesson Learning Question: What was it like for Abraham and Sarah to follow God?		
Key Questions	Teaching and learning ideas and activities.	Expected learning outcomes
 <p>Where is the story of Abraham in the Bible?</p> <p>What promises did God give to Abraham?</p> <p>Are these promises still relevant today for Christians?</p>	<p>Warm up: Play a game of ‘Simon Says’ or North, South, East, West, where children have to follow instructions and commands. Why do we follow instructions/commands? Are all commands/instructions good for us to follow? (When a friend suggests we do something that is not sensible/safe) We are going to learn today about some commands and instructions that God gave to another person of God.</p> <p>We have already learnt about Noah and his relationship with God, today we are going to learn about a man called Abram. Do you know anything about Abram (God changed his name to Abraham later in the passage.)</p> <p>Tell pupils Genesis 12: 1-9. (See below for the The Voice translation of the passage) Discuss what Abraham was asked to leave behind (everything) and where he was told to go. (an unnamed distant land) Should Abram do this? Get pupils to freeze frame key moments of the story as you tell it, tap into Abram’s thoughts and feelings. Q: Why did Abram leave Haran? (Abram was following God’s commands and trusted in the covenant God made with him) What does this tell you about him?</p> <p>Give the children resource sheet 3 (from the resource book) Get them to put the different parts of the story in the right order. (Genesis 18: 1-10) Q: What promises did God give to Abraham and his wife Sarah? Would it have been easy for Sarah and Abraham to trust in God, when it seemed to take so long for his promises to be fulfilled? Q: Did God fulfill his promises? How?</p> <p>Task: Children to record the promises God gave to Abraham and then explain how they were fulfilled. They could illustrate each promise or annotate images with speech and thought bubbles with how the characters might have been feeling, saying or thinking.</p>	<p>I can make clear links between the story Abraham and the concept of faith.</p> <p><i>By following God, Abraham and his family had to have faith in God and believe that He would be with them now and with their future generations.</i></p>


Appendix 3 – Expectations of planning in RE – example plan.

	<p>Q: What might this story teach Christians about having faith in God and trusting in his promises? Q: What was it like for Abraham and Sarah to follow God?</p>	
--	--	--

<p>Lesson 4</p>	<p>Year 3 UC 2A: What is it like to follow God?</p>	
<p>Lesson Learning Question: Why do Christians make promises when they get married?</p>		
<p>Key Questions</p>	<p>Teaching and learning ideas and activities.</p>	<p>Expected learning outcomes</p>
<p> </p> <p>Why do Christians get married?</p> <p>What symbols are there in a wedding ceremony?</p> <p>Why do the Bride and Groom make promises to each other?</p> <p>Are these promises important?</p>	<p>Have you made a promise? Where? What? (Link to promises made to more serious promises – Brownies / Cubs to parents etc) Are these promises easy to keep? Show the children these images one at a time – can they work out what the link between them is? (A wedding) Why might we be thinking about a wedding? (At a Christian wedding the Bride and Groom make promises to each other)</p> <p>   </p> <p>Watch this video clip of a Christian wedding. Why is it important for Christians to get married? https://www.truetube.co.uk/film/christian-marriage (Christians enter into a covenant between two people and God – link to the covenant made between Noah and God.)</p> <p>Look at the text of a simplified version of a wedding ceremony (See resource sheet 2 in the resource sheet) What promises do the bride and groom make to each other? What might these promises look like in every day life? Discuss: How does making these promises to each other and God help a couple in married life?</p>	<p>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>I can make links between the story of Noah and how we live in school and the wider world.</p>

Appendix 3 – Expectations of planning in RE – example plan.

	<p>Which promise do you think is the most important? Explain why. Which one would you leave out? Would you add any in? (e.g. forgiving each other) What other vows or promises might a Christian include?</p> <p>Task: Children to write out a set of marriage vows for a Christian in order of importance. They need to explain why they have put them in this order and if they have added any or removed any from the list.</p> <p>God sent a rainbow as a sign of his covenant – what symbols are there in the wedding ceremony that show and symbolise the covenant between the bride and groom? (e.g. the ring symbolises God’s never end love)</p> <p>I wonder what we can learn from Noah, Abraham and a wedding ceremony about promises? How could we behave more like these people in school? Forgiving each other, being there for our friends when they are poorly, well, in trouble or happy.</p>	
--	---	--

Lessons 5 & 6	Year 3 UC 2A: What is it like to follow God?	
Lesson Learning Question: What is it like for Christians today to follow God?		Christians who have followed God’s call – William Booth (Founder of the Salvation Army)
Key Questions	Teaching and learning ideas and activities.	
 <p>Who was William Booth?</p> <p>What is the Salvation Army?</p> <p>What impact did he have on Victorian Society?</p>	<p>What have we learnt so far? Make two lists together based on prior learning – promises God makes to his people in the OT and actions he asks of his people. (See Resource sheet 4 in the resource booklet)</p> <p>Discuss: Are there People of God still around today? Link to the covenant and promises God gave his People – do people today still follow God and believe and trust in his promises? We are going to look at a person who followed God by obeying Him, believed in His promises and trusted in Him.</p> <p>Introduce William Booth and briefly tell the story of how he founded The Christian Mission and then The Salvation Army.</p>	<p>Expected learning outcomes</p> <p>I can make simple links between People of God and how some Christians choose to live their whole lives and in their church communities.</p>

Appendix 3 – Expectations of planning in RE – example plan.

These web links have lots of excellent resources and information to teach the children about the SA and William Booth.

<https://www.salvationarmy.org.uk/schools/history>

<https://www.salvationarmy.org.uk/schools-and-colleges>

Why did William Booth start The Christian Mission and then The Salvation Army? How did he trust in God and obey like Abraham and Noah did?

Do you think it was easy for William and his family to follow God? Why do you think they did?

God asked Abraham and Noah to trust and obey him when he asked them to do difficult things, like move away from your home, build an ark. God asks Christians today to do these things today too.

Showing God's love is at the heart of all the SA does.

Look at William Booth's famous 'I'll fight' speech – What does it mean when he says I'll fight? What does this speech tell you about the SA and its heart for serving communities in the UK and around the World?



Either look at images of the SA at work or invite a member or Officer of the SA in to speak to the children.

<https://www.salvationarmy.org.uk/schools/what-is-the-salvation-army> (Faith in action)

What is it like for Salvation members / soldiers or ministers (Officers) to follow God today? How do

<https://www.salvationarmy.org.uk/find-a-church>

(Link to find a SA Corp near you!)

Appendix 3 – Expectations of planning in RE – example plan.

	<p>they follow God? Have they had to move or do difficult things because God has called them to love others? Why did they do it? How did they feel?</p> <p>https://youtu.be/HR-2A6PI6lc (Video clip mentions prostitution, but doesn't go any further to explain this. 3:43 – 3:56 mentions Trafficking and sexual exploitation) Explains about faith in action. Why do the members of the SA show love to others by carrying out tasks that take dedication, time and energy or asks them to give up their lives or move to where God wants to use them?</p> <p>Task: Either annotate the images below or an image of the SA officers / soldiers who visited the children with an explanation – What is it like to follow God? What does God ask them to do?</p>	
--	---	--

[Recap the unit question: What is like to follow God?](#)

Christians say it includes trusting in God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.