

KS2 Christianity: Beliefs in action in the world

**What do Christians
mean when they
talk about the
Kingdom of God?**



**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 2**



THE CHURCH
OF ENGLAND
**Diocese of St Edmundsbury
and Ipswich**

Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



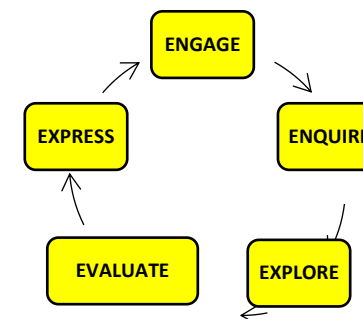
This unit for Key Stage 2 pupils focuses on the Christian concept of 'salvation'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Beliefs in action in the world: how religions respond to global issues e.g. human rights, fairness, social justice and the importance of the environment'.*

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Christian concept: KINGDOM OF GOD



- **A place where God rules**
- **People acknowledging God as ruler of all**
- **God ruling now and in the future**
- **Asking God to rule over your life, rejecting all other rulers**
- **Out of this world, not an earthly country with borders**
- **Different from any other kingdom**
- **An ideal place, fair, just – like heaven**

John Cox says: *It may have been the way I was taught but for me the word 'kingdom' always had connotations of place. Kingdom does of course have that meaning. But when it comes to the opening phrases of the Lord's Prayer (see below), that led to confusion. I wasn't quite sure what it meant when we prayed for God's kingdom to come.*

.... the kingdom of God has less to do with geography than with hearts and minds. The kingdom of God is present wherever God's kingly rule is recognised and lived by. Christians may be praying that God's rule will be acknowledged throughout the world, in all places and in all countries, but more significantly it is a prayer that God's way for human life, God's purposes for his creation, will prevail in the hearts and minds of all people and over all that he has made. At the personal level this call for God's Kingdom to come is a plea that God's rule may come in my heart and in the hearts of all who join this prayer. It is a prayer for the coming of that relationship with god in which he is acknowledged as 'king' and with whom I seek to live in loving obedience.

To speak of God's rule could lead to a very legalistic view of what God's kingdom means – a matter of submitting to rules and commandments. The discipline of discipleship does indeed include obedience and there are rules to guide what God requires. Jesus summed it all up in the Golden Rule 'In

everything do to others as you would have them do to you' (Bible: Matthew 7 v.12a)

Christians sometimes talk of living by 'Kingdom values', a way of life which emerges from Jesus' teaching about the Kingdom of God, through his kingdom parables, and supremely, through the life, death and resurrection of Jesus, the King.

Messiah / Christ / King

The time has come! The kingdom of God is near. Repent and believe the good news. (Bible: Mark 1 v.15)

The Jewish nation had been expecting an earthly kingdom, to re-establish themselves as a nation free from Rome, but Jesus announced the Kingdom of God was near, he meant something rather different. It was more about people relating to God as King than a geographical place. It was something which would grow among people and transform the world like yeast in dough.

People were amazed at Jesus' authority and way of teaching about God as well as the miracles he



performed. His followers gave him the title 'messiah' or 'Christ', concluding he must be the one sent from God to lead them against Rome. Christ means 'anointed one' i.e.

'king'. They found it hard to get away from the idea of a kingdom as a place. At least once, people tried to seize Jesus and make him their king in the earthly sense.

Crowds welcomed Jesus as king into Jerusalem on Palm Sunday; he arrived not as a conquering hero but a 'prince of peace'. His ability to draw crowds made the Jewish religious leaders arrest him and the Romans agree to a crucifixion as a claim to be king was a threat to the emperor. Jesus told Pontius Pilate the Roman governor that his kingdom was not of this world (Bible: John 18 and 19). Above Jesus' head on the cross was written: Jesus of Nazareth, King of Jews – in Latin the initial letters are INRI, often seen on crucifixes today.



Crucifying Jesus was not the end of the trouble for the authorities. Christians believe Jesus returned to life and the early church was still accused of proclaiming Jesus as king, undermining the Roman assertion 'Caesar is Lord' i.e. god.

In churches

Christians may celebrate Jesus entering Jerusalem as king on Palm Sunday, meditate on a crown of thorns on Good Friday and celebrate 'Christ the King' Sunday. They may have a cross showing a risen crowned Christ. They use prayers,

songs, and Christmas carols which refer to Jesus as King and Lord.

Parables of God's Kingdom

Jesus spoke about God's kingdom (or the Kingdom of heaven) in many parables e.g.

- Wedding Feast (Matthew 22 v.1-14)
- Three Servants (Matthew 25 v.14-30)
- Sheep & goats (Matthew 25 v.31-44)
- Weeds (Matthew 13 v.24-30)
- Mustard Seed (Matthew 13 v.31-32)
- Pearl / Treasure (Matthew 13 v.44-45)
- Yeast (Matthew 13 v.33)

In the Sermon on the Mount (Matthew 5-8), Jesus tells his followers not to worry about anything except seeking God's kingdom and God's way of doing things: Seek first the Kingdom of God and his 'righteousness'.

Useful comparisons

- (i) Robin Hood led resistance against 'King' John and kept alive the hope of the return of the true King Richard. They might have to wait but they could get prepare for change now.
- (ii) C S Lewis' 'The Lion, the Witch and the Wardrobe' introduced Aslan, a lion, who is 'on the move' to end the tyrannical rule of the White Witch; he is true king of Narnia and the Pevensies are chosen to help.

In both stories something new and good is proclaimed in the face of something very

unsatisfactory, and the issue of allegiance arises: whose kingdom will we be part of?

Living in God's kingdom?

Becoming, or living as, a Christian is not so much joining a church as nailing one's colours to the mast of Jesus and his agenda for human life and society. It means acknowledging his rightful rule over not only my life but over the whole world and beginning to live as if that is true.' (The Provocative Church, Tomlin, p.64).

Along with the rest of the community of Jesus, it involves showing the rest of the world what life looks like under God's rule, what a society could look like, how the environment is treated and how people are valued when God is in charge. (p.65)

Christians believe they are called to develop a distinctive lifestyle that expresses what God wants, to be like light and salt in society. Examples of Christian organisations doing just this are: Operation Noah / Christians against Poverty / World Vision / Embrace the Middle East / Leprosy Mission.





What do Christians mean when they talk about the Kingdom of God?

ENGAGE with the idea of kings and kingdoms

End of year expectations

The Y3/4 'I can's' below are to help with assessment. For Y5/6, see grid at the back.

Please consult your RE leader about assessing RE and check advice at the end of the unit

3f I can link things that are important to me with the sort of

What does it mean to be a good king? How would a good king run their kingdom?



This is **Sam**. Sam has a challenge for you. Who can make the best crown? Provide lots of shiny paper / card and set a time limit. Talk about kings and kingdoms as you visit different groups.

Whose crown is best? Best crown does not necessarily mean 'best king'.

What would the kingdom of the best king be like to live in? What would you find there? What would you include and why?

How would YOU need to behave in a 'good' kingdom?

Introduce **Robin Hood**. Use pictures and information from the internet about him or introduce him e.g. with a film clip from the Russell Crowe film.

King (Prince) John is on the throne and the true king, Richard, is out of the country. Things have gone very wrong since his brother, John, was in charge – what did Robin set about changing?

Do a freeze frame in groups of 4 to 5 to show what was wrong with the former kingdom.

Ask participants/class how they feel when they're in the role play. What would need changing?

Make a charter together showing the rules in Robin's new kingdom (e.g. fairness, justice, equality) or hot-seat Robin and ask what sort of rules he would like to see in place.

Plenary: Sam's crown is for a competition at church. The children have been finding out about God's Kingdom, because they are learning the Lord's Prayer. In this prayer, Christians pray that God's kingdom will come on earth. Does anyone in the class know the Lord's Prayer?

OR 'Build your Kingdom here!' This is a song Sam's mum and dad love! Sam wonders if Robin Hood would agree with the words of the song sung by this Christian group.




See notes on 'Sam' in Resources.

For details on freeze frames / hot seating / role play: <https://dramaresource.com/drama-strategies/>

Alternative to Robin Hood theme:

Use extracts from 'The Lion, the Witch and the Wardrobe' (CS Lewis). It is always winter under the White Witch, until the coming of spring means Aslan the rightful king is on the move. Compare the 2 kingdoms.

<p><i>'kingdom' I would like to live in</i></p> <p>4e <i>I can ask important questions about what life in a kingdom ruled by Jesus would be like and compare ideas with others, including Christians</i></p> <p>4f <i>I can link ideas about what I, and others, would value in a 'good' kingdom with how we would need to think and behave</i></p>	<p>Do <u>you</u> think the world needs changing or re-building? For Christians, establishing God's Kingdom is about doing what is right, banishing greed, injustice and pain in the world.</p> <ul style="list-style-type: none"> • Watch or listen to 'Rend Collective', a Christian band from Northern Ireland, sing 'Build your kingdom here' • Lyrics - <p>https://www.azlyrics.com/lyrics/rendcollective/buildyourkingdomhere.html</p> <p>Extension work:</p> <p>Plan a debate on how issues in a 'bad' kingdom might be sorted out.</p> <p>Ask questions about what might happen as a result of different decisions. You could start an interactive discussion board, adding ideas and questions prompted by learning in RE, ideas from history, politics or philosophy.</p>	
<p>ENQUIRE</p> <p>into the Christian belief that Jesus is king</p> <p>3a <i>I can describe what a Christian might learn about Jesus from the story of Palm Sunday</i></p>	<p>Teacher's note: <i>Christ in Greek means anointed one, equivalent to King, and was a title given to Jesus by his followers. The Jewish nation had been awaiting their messiah (Hebrew for Christ) and the disciples believed this was Jesus.</i></p> <p><i>Jesus' followers were first called 'Christians' or Christ's ones in Antioch (Bible: Acts 11 v.26). Jesus often talked about God's kingdom being near at hand, encouraging people to repent and change their lives; he also told stories to help people understand the nature of God's Kingdom.</i></p> <p>Why did some Christians think it was a good idea to put up this statue? (starter)</p> <p>Sam's friend, Ania, at school comes from Poland. Sam told her all about the crown competition because she went to church too, at the Catholic church. Ania said she knew about a huge crown. She brought him in a picture. 'I've seen it', she said.</p> 	<p>You need access to Bible text, not just story-bibles.</p> <p>Bible passages are given like this: Acts 11 v.26 (book, chapter, verse)</p> <p>References can be found at: https://www.biblegateway.com/ or in a Bible.</p> <p>The Bible is also available on a free app.</p>

3b I can describe how Christians from different places believe Jesus is king and want to follow his way of life

3c I can use religious terms to describe some ways Christians show their belief that Jesus is their king

What is she talking about? Show children pictures of 'Christ the King', a 33m statue with a golden crown erected In 2010 in Świebodzin, a small town in Western Poland. It is taller than the famous statue of Christ the Redeemer in Rio de Janeiro, a statue you can see clips of in the Disney film 'Rio'

There are some amazing photos on the internet. You can also watch a clips with music of the statue being put together online.



Use a good photo of the statue in Poland on the white board and use 'reveal' tools to uncover and discuss the statue, or create a picture puzzle version for pupils to rearrange. Look for the crown.

Why do you think people put the statue up? What questions would you ask them about what they have called their statue?

Why do you think it isn't it just called 'Jesus' but 'Christ the King'? Record your questions and any possible answers.

How did Jesus get the title 'King'? Did everyone approve of his title?

Teacher's note: When Jesus stopped being a carpenter, aged about 30, he started travelling around Judea telling people about God's kingdom. He spoke with such authority about this and did such amazing things, that many thought he must be the 'messiah' or 'king' God had promised through the prophets. A week before he was crucified, Jesus and his followers approached Jerusalem, the capital city. How would he be received? Christians call this 'Palm Sunday'.

Watch a clip of Palm Sunday online where Jesus enters Jerusalem.

Look for the different reactions of people watching. What do people say / call out? Why are some pleased and some not? Some believe he is God's king, others are really angry about this. What questions are in their minds?

Read the **biblical text** from a gospel e.g. Mark 11 v.1-11. Have story book accounts available too.

See the clip 'Flying Fail' from Rio on the internet.

Christ the King at night @ ProhibitOnions

The four gospels (Matthew, Mark, Luke and John) record stories / sayings of Jesus. They are in the New Testament of the Bible.

An alternative to the Palm Sunday material is the station called 'Hopes and Dreams' from 'Experience Easter'. It can be set up in the classroom or a quiet area.

Organise the whole class into a photograph of the scene. What should everyone be doing?
Photograph the scene.

We know some of the things people were shouting from the Bible text. Now annotate your crowd with **questions** you think the crowds were asking, the Roman soldiers, the priests? Fill in some of the things people were shouting too!



Free Bible images



This picture is from the 'Jesus Mafa' series, painted from photos taken in Cameroon and used by churches for teaching.

You can find lots of other pictures on: <http://freebibleimages.org/>

A local 'Open the Book' team may be able to come in and help you act the 'Palm Sunday' story – see [Resources](#).



What questions can you ask now about Jesus and the Kingdom of God? (plenary)

Display the photos, statements and questions. Ask pupils to add more questions to the board over the next week.

You might like to introduce any Express task, if appropriate, so pupils know how they will be sharing their learning e.g. illustrating a Christian song about Jesus' kingship, presenting an assembly, reporting on an interview with local Christians.

EXPLORE

Christian ideas about the Kingdom of God in

(i) Biblical Narrative

What does the Bible say about the Kingdom of God?

Life isn't always easy. Christians believe the world does not always look as God would want. What sort of things do you think are wrong in the world? Make a list with a talk partner on a small whiteboard. Sam says, 'If people kept the Golden rule, the world would be a better place!'

He has brought his Bible so let us see what the Golden Rule is: '**Treat other people as you want them to treat you.**' (Luke 6 v.31 / Matthew 7 v.12). These are Jesus' words. (You could give pupils the words as a puzzle to sort.)



Love the Lord your God (The Greatest Commandment) from: Songs for Every Assembly (Out of the Ark Music)

Set a challenge from Sam - Leave some Bibles in the classroom for children to find the

3d I can recognise some of the things which influence how I treat other people e.g. family, friends, faith

3e I can ask good questions, about the right way to live based on Jesus' parables, and share some answers

4a I can describe what Christians might learn from the 'Sheep and Goats' about what God is like and how to live

4d I can compare who I listen to when it comes to how I behave with who other people are influenced by, including Christians



Point out the importance of the Bible for Christians as a source of authority. But do you think other people would agree with these words – Christian or not?

Around the classroom, display images of a hungry person, a thirsty person, someone with ragged clothes, someone who is in prison, someone who is ill, a stranger. Put the following sentence starters next to them. Give pupils 5/6 mins to circulate and write their ideas on speech bubbles next to the pictures.

- If we were hungry, we'd like someone to ...
- If we were thirsty, we'd like someone to ...
- If we hadn't got any warm clothes, we'd like someone to ...
- If we weren't allowed out, we'd like someone to ...
- If we weren't very well, we'd like someone to ...
- If we didn't know anybody, we'd like someone to ...



Use one of the crowns the children made at the start of the unit. Explain that Christians believe Jesus is their King and they read the Bible to find out what Jesus said.

Jesus told his followers many parables to help them understand about God and his kingdom. The Parable of the Sheep and the Goats starts with a king.

See **Appendix 1**. Work out how to read / perform this as a class. Find it in a Bible in Matthew 25 v.31-46.

What clues do Jesus' parables give about what the Kingdom of God is like?

Be a Bible detective: *God's kingdom is a place where* Start with your ideas from the 'Sheep and Goats' parable.

Now, what else can you find out from these short parables?

- the parable of the Mustard Seed - Matthew 13 v.31-32
- the parable of the Yeast - Matthew 13 v.33
- the parable of the Pearl of Great Price – Matthew 13 v.45
- the parable of the Hidden Treasure - Matthew 13 v.44





Golden Rule for themselves, using the Bible reference.

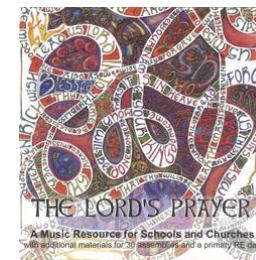
A parable is a story to explain a spiritual principle in everyday language using familiar situations.

In Matthew's gospel, the Kingdom of God is called the 'Kingdom of Heaven'; Matthew wrote for a Jewish audience, who would use a substitute for God's name to honour its sacred nature.

Find some great Christian art of these parables on the internet to stimulate thinking about the stories' meanings. Picture above from - <http://www.christiancliparts.net/>

	<p>Challenge pupils to present one of these parables, however they wish (acting, artwork etc.) and report on any clues it gives about a Christian view of what God's Kingdom is like.</p>	
<p>EXPLORE</p> <p>Christian ideas about the Kingdom of God in</p> <p>(ii) Church Practice</p> <p>4b I can describe how Christians pray for God's Kingdom to come in different ways e.g. through song or the Lord's Prayer</p> <p>4c I can describe some different ways that Christians show their belief in Jesus as King through songs and various art forms</p>	<p>What does the Lord's Prayer say about the Kingdom of God?</p> <p>Teacher's note – The Lord's prayer is said or sung in many church services; it is the prayer Jesus taught his disciples to say. It includes the words 'Your kingdom come, your will be done, on earth as it is in heaven' and, at the end, "Yours is the kingdom, the power and the glory forever and ever, Amen."</p> <p>The prayer is a declaration of allegiance; Christians accept God as their king and want to be part of spreading his kingdom or kingship.</p> <p>Tell the story of Jesus teaching his disciples the Lord's Prayer e.g. from Luke 11 v.1-4</p> <p>OR use the Reflective Story on the Lord's Prayer Project CD or in A Book of Reflective Stories 2 (see Resources).</p> <p>OR from http://www.barnabasinschools.org.uk/lords-prayer-the-a-reflective-story-version-for-circle-time/.</p> <div data-bbox="521 903 651 1233">  </div> <p>Sam has brought in a children's book on the Lord's Prayer and his Lord's Prayer Cube. Sam says, 'This is an important prayer for Christians. It is a prayer about wanting God's kingdom to come. We say it in church a lot, often at the end of all the other prayers. The vicar says, 'As our Saviour taught us, so we pray' and then everyone says the prayer together.'</p> <p>Experience what it might sound like said together in Sam's church, by reading it together. A group of volunteers could record it together and you could listen to it.</p> <p>Why do people say the prayer together? Any ideas? What does it teach about the Kingdom of God? Look carefully at the words to find out. What would different words in the prayer inspire different Christians to do? How could you check your ideas?</p> <div data-bbox="1352 264 1727 598">  </div>	<p><i>Picture here from Lord's Prayer CD Reflective Story – see Resources.</i></p> <p><i>Former Archbishop Rowan Williams explains the Lord's Prayer. For teachers. http://www.bbc.co.uk/religion/religions/christianity/prayer/lordsprayer_1.shtml</i></p> <p><i>Lord's Prayer CD (see Resources) has RE lessons on 'Kingdom' for Y3 / Y5, assemblies based on 'kingdom' phrases in the Lord's Prayer, and songs with stories of how Christians serve God's kingdom. The CD also shows how to sign 'Your kingdom come' in BSL / the whole prayer.</i></p>

	<p>Light a candle. Listen to a sung Lord's prayer e.g. from the Lord's Prayer Project CD (see Resources) (Our Father - Jules Burt - Newday Live 2013).</p> <p>Depending on your class, you might use this as reflection time (it is 7 mins long), maybe looking at the candle, with lights dimmed and pupils working individually e.g.</p> <ul style="list-style-type: none"> • <i>free drawing with oil crayons or pastels in response to the song</i> • <i>illuminating 'Your kingdom come' words from the Lord's Prayer</i> • <i>listing ways you think Christians should help God's kingdom grow</i> • <i>thinking of questions you want to ask Christians about God's kingdom</i> <p>Create a series of pictures showing Christians bringing in God's kingdom e.g. through doing things mentioned in the Sheep and Goats parable. How could we find out if Christians do these things? What else do they do?</p>	
<p>EXPLORE</p> <p>Christian ideas about the Kingdom of God in</p> <p>(iii) Christian Living</p>	<p>Teacher's note: <i>Christians are called to put their beliefs into action, to seek to grow God's kingdom by sharing the good news about Jesus Christ with others and by addressing some of the key problems which beset the world, including helping with local and international projects.</i></p> <p><i>Try not to give the impression that only Christians do charitable work. Equally don't give the impression that being a Christian is just about charitable work.</i></p> <p>What do Christians do about helping God's kingdom grow?</p> <p>This section should involve research and communication with Christians actively trying to build the Kingdom of God, making the world what God would want e.g.</p> <p><i>Find out about a local Christian project with an international reach:</i></p> <p><i>Sam says: In 2012, 3,000 Suffolk school children from 80 schools helped in a big Christian project called 'Waiting for Christmas'. We raised £50,000 for Tear Fund which works with the poorest communities in the world.</i></p> <p><i>Not all the children involved were Christians but some of us were and like the Christian organisers, we wanted to make a difference in the world.</i></p>	<p><i>Pupils may want to raise money for a charity after their research into those serving others. Hold a 'Dragon's Den' project with pupils sharing ideas how to do this.</i></p> <p><i>The Rayners, organisers of 'Waiting for Christmas', have written several children's 'kingdom' songs which can be downloaded freely e.g. Live for justice; Make a</i></p>



Watch the video 'Change the World', by WendyHouseMusic
And hear, on Felixstowe TV news, how the money was used at
<http://www.felixstowetv.co.uk/videos/waiting-for-christmas-2012/>



Find out about a charity set up by Christians to serve everyone

Investigate Tear Fund, Christian Aid or another international relief organisation such as CAFOD or World Vision. Ensure you choose a charity which has a clear Christian foundation for this exercise. You can check this in the aims or vision statement of their website.

How would the money these groups raise help with some of the problems in Jesus' Parable of the Sheep and Goats?

<https://www.christianaid.org.uk/schools> has a lot of materials for schools, including a schools' award scheme: **Global Neighbours**.



Investigate /speak to a worker from a charity set up by Christians to serve everyone:

Invite a worker from a Christian charity to come into school or arrange a Skype call in class. Children can create a questionnaire to ask why they are involved in the charity, what they do and how it relates to their Christian faith. Is their work 'helping God's kingdom come'?

- Street Pastors
- Samaritan's Purse: Operation Christmas Child
- Mission to Seafarers
- The Leprosy Mission
- Toy Box Charity




What would it be like to live in God's Kingdom?

Consider all that you have found out about and use it as you consider the following challenge:

difference -
<https://worshipsongs.org.uk/> . Look under children's songs.

'Waiting for Christmas' CDs / DVDs still available from education@cofesuffolk.org. A complete set of RE and assembly plans for Christmas can be sent with the CD/DVD.

	<p>Listen to Kingdom of Comfort (Delirious) http://www.musicstory.com/music/Delirious%3F/Kingdom+Of+Comfort</p> <p>Discuss the difference between a 'Kingdom of Comfort' and the 'Kingdom of God'?</p> <p>What kind of a kingdom do you think we belong to? What would you name it: 'Kingdom of xxxxxx'? Who are the people who try to be our 'kings'? Who inspires and influences us?</p> <p><i>Can you compose a song like this one but about a 'kingdom' which you would like to see? What would your kingdom be called? Would it be a good place for all of us to live?</i></p>	
<p>EVALUATE</p> <p>your learning in relation to the initial question and RE Attainment Targets</p>	<p>Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the class RE scrapbook to discuss your learning journey together. • Use the Quick Quiz on p.17 to show learning. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons for this unit to answer the question. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.17 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. <div data-bbox="504 1161 750 1348">  </div> <p>Using the symbols: Look at the cross on the front of the unit. Is this a good symbol for Christian beliefs about sacrifice – how could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Christian belief we have learnt about?</p>	<p>See 'Assessing RE in your school' p. 16-17 for decisions about how /what to assess.</p> <p>Please remember that different schools have different requirements. Check with your RE Subject Leader.</p> <p>Solo Taxonomy hexagons for this unit are on the Emmanuel Project Flash drive, along with ideas for use. Children can use</p> <p>the symbols from each unit to re-mind them of key beliefs in each religion.</p>

EXPRESS
your RE
learning about
Kingdom of
God and share
it with others

***Teacher's note:** You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.*

Here are some more ways you might share your learning with others:

- **Display the crowns made at the start of the unit.** On them write one idea/concept which they've learnt about the Kingdom of God so others can read about Christian ideas.
- **Create single powerpoint slides** on what you have learnt about Christians and the Kingdom of God e.g.
 - ✓ a report of an interview with a Christian,
 - ✓ comments or questions about what they have done,
 - ✓ a photo of their crown,
 - ✓ something to do with Palm Sunday
 - ✓ something to do the Lord's Prayer
- **Hold a debate on the idea of good / bad kingdom** and invite some visitors to come and join in. One or two people should be briefed to include the learning about God's kingdom so that a Christian perspective is represented.
- **Enlarge your photo of the Palm Sunday scene** for display. Add the best of your annotations and questions for others to read.
- **Prepare a reflective assembly e.g.**
 - ✓ Share some of the things you have been learning. Remember to talk in terms of 'Christians believe' or 'The Bible says'.
 - ✓ What would you want the children in assembly to think about in their Reflection Time? Use some of Chris Tomlin's words as a Christian prayer to read at the end.



These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.

Appendix 1 – At the end of time I will come as God’s king Matthew 25 v.31-46 (adapted)

All the nations of the world will be gathered before the King’s throne, and he will separate the people one from another as a shepherd separates the sheep from the goats. He will put the sheep on his right and the goats on his left.

Then the King will say to those on his right, the sheep, the righteous ones:

“Come into my kingdom!

I was hungry and you gave me something to eat,

I was thirsty and you gave me something to drink,

I was a stranger and you welcomed me,

I needed clothes and you clothed me,

I was ill and you looked after me,

I was in prison and you came to visit me.”



Then the righteous will answer him, “Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you ill or in prison and go to visit you?”

The King will reply, “Truly I tell you, whatever you did for even the most unimportant person, you did for me.”

Then he will say to those on his left, the goats, those who did not do what was right:

“Leave this place!

I was hungry and you gave me nothing to eat,

I was thirsty and you gave me nothing to drink,

I was a stranger and you did not welcome me,

I needed clothes and you did not clothe me,

I was ill and you did not look after me.

I was in prison and you did not visit me.”

They also will answer, “Lord, when did we see you hungry or thirsty or a stranger or needing clothes or ill or in prison, and did not help you?”

He will reply, “Truly I tell you, whenever you refused to help the people who needed you, you really refused to help me.”

Then they will go away to eternal punishment, but the righteous to eternal life.

Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What rules should a good king or queen make for their country?
Developing: Draws on the lesson material	Q2 How di people in Jesus' time treat him as a king? What did others think?
Expected: Applies concept / answers key question	Q3 What do Christians mean when they talk about the Kingdom of God?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 How would the world (school) be different if everyone kept the Golden Rule?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. *LOOK* down the left column of the lessons for the best place to do the assessment. *SET your task* adapting the lesson as necessary. *RECORD* how pupils do.

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	3a I can describe what a Christian might learn about Jesus from the story of Palm Sunday	3b I can describe how Christians from different places believe Jesus is king and want to follow his way of life	3c I can use religious terms to describe some ways Christians show their belief that Jesus is their king	3d I can recognise some of the things which influence how I treat other people e.g. family, friends, faith	3e I can ask good questions, about the right way to live based on Jesus' parables, and share some answers	3f I can link things that are important to me with the sort of 'kingdom' I would like to live in
Y4	4a I can describe what Christians might learn from the 'Sheep and Goats' about what God is like and how to live	4b I can describe how Christians pray for God's Kingdom to come in different ways e.g. through song or the Lord's Prayer	4c I can describe some different ways that Christians show their belief in Jesus as King through songs and various art forms	4d I can compare who I listen to when it comes to how I behave with who other people are influenced by, including Christians	4e I can ask important questions about what life in a kingdom ruled by Jesus would be like and compare ideas with others, including Christians	4f I can link ideas about what I, and others, would value in a 'good' kingdom with how we would need to think and behave
Y5	5a I can make links that show how Christian beliefs and ideas about the Kingdom of God are derived from Jesus' own teaching in the gospels e.g. Kingdom parables, Golden Rule, Lord's Prayer, and stories of Jesus in action	5b I can use the right religious words to describe things that some Christians might do, or be part of, as a result of actively trying to build the Kingdom of God, or making the world the place God would want it to be	5c I can show different ways in which Christians express their beliefs about Jesus as king and the idea of 'God's kingdom' using symbols, art, poetry or song, and suggest why	5d I can ask questions about the kind of groups or 'kingdoms' we choose to be part of, including reference to people we might see as our 'kings', who inspire people to belong to / support various groups e.g. charities	5e I can ask questions about whether there is a right or perfect way to run a country or the world, and suggest ideas of my own and an idea that a Christian might give	5f I can ask about what moral decisions leaders might need to make to solve issues in a 'bad' kingdom, referring to particular values those leaders might be committed to, including some of Jesus' values
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found on the Emmanuel Project disk, and create your own 'I can's' to extend this grid.					

Resources for this enquiry:



Sam - an imaginary Christian character, who will help you talk about things Christian children learn or do. They provide a context for pupils' learning which is easier to handle than talking abstractly about religious people. You can create your own cartoon characters or use suitable photos of children to create similar characters. The name 'Sam' is immaterial; feel free to change it.

Sometimes scenarios can be created around Sam's life to start a discussion. He can introduce things which might happen at his church or at a different church. He can sometimes help by bringing in a bag containing Christian artefacts or books e.g. his Bibles – a children's story bible and a real one with chapters and verses.

In this unit, Sam enters a crown competition, brings in his Bible, talks to a Polish Christian friend, wonders about everyone in the world keeping the Golden Rule, and talks a bit about the Lord's Prayer. You may find other ways to introduce him.

For help in drawing your own character: <http://www.how-to-draw-cartoons-online.com/cartoon-boy.html>

Recommended Bible resources:

- The Lion Children's Bible (www.lionhudson.com)
- The Lion Storyteller Bible – Bob Hartman (www.lionhudson.com)
- Rainbow Good News Bible – (www.biblesociety.org.uk) 'real' Bible with books, chapters and verses
- A Book of Reflective Stories (2) – produced by the Discovery Centre at the Cathedral in Bury with Suffolk teachers and storytellers. The Lord's Prayer is one of a selection of stories told in the book.
<http://www.cofesuffolk.org/index.cfm?page=cyp.content&cmid=461>
- www.biblegateway.com – This internet resource enables you to look up any Bible passage by entering the name of the Bible book, the chapter and the verses. We recommend you select Good News Translation (GNT) for your English version but there are other versions to choose. You can also download passages in a variety of other languages – useful where you have many languages spoken in your school – but also in this unit to illustrate the global nature of the 'Kingdom of God' for Christians.
- Bible App - Teachers may also find it useful to have a Bible app on their phone! Free download.





Open the Book – a national organization that encourages local churches to work together to tell simple Bible stories from The Lion Storyteller Bible in school Collective Worship, using a standard script. Many of these teams exist locally and most are excellent, acting out the stories with costumes and props and involving the children too.

Their website is: <http://www.biblesociety.org.uk/about-bible-society/our-work/open-the-book/>.

Music and song:

- **Songs for Every Assembly** - Many schools have these song books / CDs already. Do check to see if you have it in school. http://www.outoftheark.co.uk/songs-for-every-assembly.html?category_id=193

The Lord's Prayer

- **Lord's Prayer Project CD** – a music CD including 12 sung Lord's Prayers, assemblies, BSL, Reflective story on the Lord's Prayer, and a whole school RE day. Available for £15 + p and p from helen.matter@cofesuffolk.org
- **Lord's Prayer cube** – clever folding cube which illustrates the words of the Lord's Prayer. Available from Church House Publishing / <http://www.chpublishing.co.uk/books/9780715142929/the-lords-prayer-cube>
- **The Lord's Prayer** – Lois Rock (www.lionhudson.com)



Experience Easter (Jumping Fish, Gloucester Diocese)

A very successful set of 6 reflective stations which address key stories around Easter.

One of the stations is called 'Hopes and Dreams' and is a highly effective approach to the story of Palm Sunday. The station could be set up individually for this unit, maybe as a repeat if the children have used it at Easter-time previously.



The Lion, The Witch and The Wardrobe – C.S. Lewis This is the first book of the seven-part 'Chronicles of Narnia' and is available in many print and film formats, easily found on the internet.

Cartoon picture of 'Sheep and Goats' from excellent Christian clipart website - <http://www.christiancliparts.net/>

Background notes on 'Christian Concept: Kingdom of God' from 'More than Caring and Sharing' (John Cox, Mayhew pubs)

The initial ideas for this unit were worked on by Joe Maples (St John's CEVAP, Ipswich) and Janet Webster (St Margaret's CEVAP, Ipswich) at the Emmanuel Project days and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!