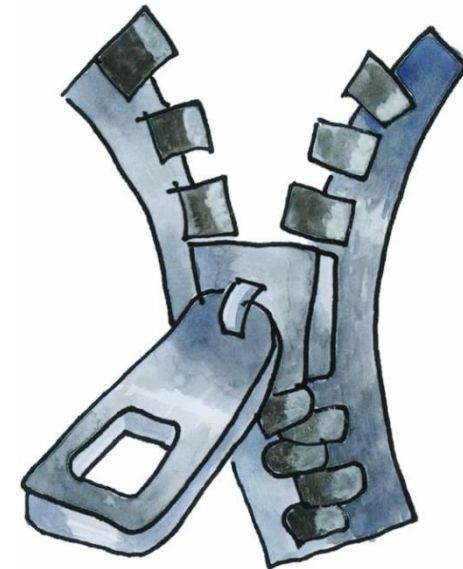


# KS2 Christianity: Religion and the Individual

**How do Christians show that 'reconciliation' with God and other people is important?**



**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.



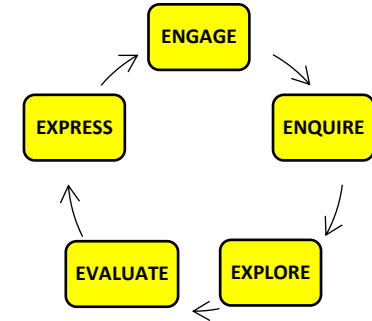
**This unit for Key Stage 2 pupils focuses on the Christian concept of 'reconciliation'.** It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs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

**It links with common themes in RE syllabuses** e.g. in the Suffolk Agreed Syllabus it links with '**Religion and the Individual**: What is expected of a believer following a religion and the impact of belief on people's lives.'

**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: **RECONCILIATION**



- **Bringing two sides together**
- **Sorting out differences**
- **Repairing relationships**
- **Friends / enemies making up**
- **Putting things right**
- **Finding a solution**
- **Removing barriers**
- **Building bridges**
- **Breaking down a wall**
- **Forgiving/ accepting forgiveness**

**'Reconciliation' is the technical word for mending friendships, a difficult word but a simple concept. It can be the mending of a broken friendship with God or with others.**

**Here are some Christian beliefs about reconciliation:**

Reconciliation is primarily about the mending of the broken friendship between humanity and God. This does not mean that God is, or was ever, an enemy of humanity. The opposite is true. Christians believe God longed to repair the friendship and took the initiative in this, sending his Son into a hostile world to rebuild the relationship. Jesus is seen as the reconciler, the one who repaired the friendship, who brings God and humanity back together.

It is part of being human to experience distance in relationships and separation in friendship. If a person is treated badly a barrier is built up of hurt and resentment. The wrong that caused the barrier has to be dealt with. It cannot just be ignored.

Christians believe people could not remove the wall of wrong that separated them from God. It was like painting yourself into a corner; you got yourself into that position but you cannot get yourself out.

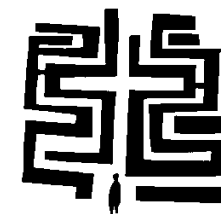
The separation which develops when a relationship goes wrong is also described as a gorge, a gap too large to bridge. One

Christian, Catherine of Sienna, described Jesus as a bridge that spanned the gap, rather like the way an intermediary can help in marriage counselling.

Reconciliation is about mending, joining the separated, healing the wounds caused by separation. It is closely associated with Easter because Christians believe that at



the first Easter, Jesus conquered wrong, breaking its power. In some way he took the sins of the world on himself and died in place of the guilty. His death wiped out the wrong of the past, removing the barrier of wrong that separated humanity and God. The description of the death of Aslan in *The Lion, the Witch and the Wardrobe*, by C.S. Lewis, remains one of the best analogies.



Christians cannot explain how the death of Jesus broke the power of evil. His goodness seemed to incite hatred as well as love. Humanity did their

worst and, at their worst, Jesus forgave them. He proved that life is stronger than death, love is stronger than hate, and good is greater than evil. Christians cannot explain how this works though they do

experience the results: sin forgiven, a new friendship with God and a new power to live and overcome wrong. Christians use the word 'mystery' to describe what happened on the cross. It is rather like using a 'mobile phone' or 'photocopier' but not being able to say how it works.

Reconciliation involves several stages: recognition of wrong and sorrow for it; a desire to remove the barrier / bridge the gap and put right the friendship; forgiveness and acceptance of forgiveness; healing past hurt. Forgiveness is central to reconciliation, without it the friendship cannot be repaired.



Jesus called Christians to be reconcilers, to go out into the world and start joining the separated and making enemies into friends, spanning the gulf that separates rich and poor, black and white, men and women, etc. 'Blessed are the peacemakers' said Jesus to his followers in the famous 'Sermon on the Mount' (Matthew 5).

Examples of Christians who have responded to this call are: *Brother Roger of the Taizé Community, McLeod of the Iona Community, Desmond Tutu, John Sentamu and the Melanesian Martyrs*. Many Christian organisations also work for reconciliation e.g. Corrymeela, Community of

the Cross of Nails (Coventry Cathedral) and newer groups like We are One!

Reconciliation is closely linked with the concept of peace. People are at peace only when their friendships are mended and whole. Christians often talk about 'peace' at Christmas when they celebrate the coming of Jesus, the 'Prince of Peace', the saviour who came to bring healing and reconciliation to all.

The analogy of Jesus as 'Peace Child' was used by missionary Don Richardson to explain the Christian message when he saw tribes exchange children as a way to make peace in Irian Jaya. 'Out of the Ark' music publishers turned this story into a children's musical.

The Bible tells many stories of 'reconciliation' e.g. Jacob and Esau, Joseph and his brothers, Saul and David. The most famous is probably Jesus' Parable of the Prodigal, or Lost, Son who returns to his father after wasting his inheritance. This story has been painted and sculpted extensively e.g. Rembrandt's *Return of the Prodigal*.



In Christian prayer and worship, time is made for people to recognise the wrong they do as individuals and to seek God's

forgiveness. These may be called prayers of confession or simply 'sorry' prayers. In some churches, a priest declares God's absolution or forgiveness to the gathered congregation, after their confession.

In Catholic, Orthodox and some Anglican churches, a priest hears individual confessions. Children prepare for their First Confession, or Reconciliation, by learning to examine their conscience for sins (shortcomings) which cause a barrier between themselves, God and other people.

'Sharing a sign of peace', often a hug or handshake, is another tradition in Christian worship. It illustrates Jesus' teaching that 'enemies' should put things right before coming to worship. Forgiveness and reconciliation with God needs to be mirrored in human relationships.

For all Christians the cross is the symbol of the cost of reconciliation and peace. The Coventry 'Cross of Nails' is a poignant reminder of this.



*(Based on: Margaret Cooling's notes in Christianity Topic Bk 3, Religious & Moral Education Press)*



## How do Christians show that 'reconciliation' with God and other people is important?

**ENGAGE**  
with the idea and meaning of 'reconciliation' in everyday life

**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.

*3c I can use religious words to describe how Christians act out the idea of reconciliation in church services or practices*

### How do people sort out a broken friendship? What is a peacemaker?

Joe, Ben and Sam have always been best friends. But Ben and Joe have had a big disagreement; they are not even talking to each other. They left school on Friday without saying goodbye and they won't be playing over the weekend. Sam is not sure what to do.

How could Sam solve this dilemma of a broken friendship? Discuss the following possible solutions briefly in 'talk trios' and report back.

- A) Sam should help Ben and Joe make friends again.
- B) Sam should make new friends.
- C) Sam should still play with both but on different days.
- D) Sam could do something else to sort out the problem.



On Monday morning the pupils were playing in the playground before the bell. Sam's class teacher looked out of the staff room window and said, 'I can see a **reconciliation**. Looks like Ben and Joe and Sam are friends again.' What did she see?

Ask talk trios to act out what happened as the boys were reconciled and create an 'image' or sculpture of what the teacher saw. You could listen into the boys' thoughts about what has happened, using **Thought Tracking** or **Thought Tapping**.

Sam's teacher asked what happened to put things right. Ben said, "Sam was the peacemaker." Joe said, "Sam talked to us both and made us say sorry and shake hands." Sam said, "I learnt about reconciliation at church on Sunday."

### What was it Sam learnt about reconciliation at his church?

If possible, show pictures of Sam, a church, reading the Bible in church, a congregation singing, and a vicar speaking.

On Sunday Sam was at church with his family; they are Christians. What do people do at church? E.g. *Worship God, pray, sing songs to God, hear the Bible read, learn about Jesus, hear sermons which explain what Jesus' teaching means and how to put it into practice...*

See notes on **SAM** in Resources.



*There is a storyline for the scenario at the end of this section if needed.*

*Talk trios = groups of three talking rather than pairs*

*Thought Tracking/Tapping: <https://dramaresource.com/drama-strategies/>*

*Do read the introduction to 'reconciliation' in Christianity at the start of the unit now if you've not already done so.*

*For BSL signs:*

**3d** I can recognise some things that influence me e.g. family, friends, faith, when it comes to admitting I am in the wrong

**3f** I can link what is important to me about peace, reconciliation or forgiveness, with the way I think and behave

Here are some things that happened at Sam's church. How do you think they made an impact on Sam and his decision about what to do about Ben and Joe?

- 1. The children's choir sang a Christian song from Canada.** Listen and look at the words, maybe use BSL signs for friends and God if possible.

Search online and listen to 'Our God is a God who makes friends' by John Bell

- 2. Sam's mum read some of Jesus' words from the Bible at the lectern.**

Use Bible gateway and/or find them in a real Bible (not a children's story Bible). Children can practise finding them if you leave the Bible out.

*Blessed are the peacemakers, for they will be called children of God: Bible, Matthew 5 v.9*

- 3. The vicar talked about something called 'reconciliation' in his sermon.** He said, "Broken friendships need mending. A sticking plaster does not work. When we break up with friends, we need to say sorry to be friends again. When we do things God does not like; we need to say sorry to be friends with God again. Jesus said, God wants his followers to help people be friends, to be peacemakers. Our world needs reconciliation, mending friendships."

- 4. The congregation shared the 'Peace'.** 'To show we have forgiven each other and want to be friends before we go any further in the service, we share God's peace,' said the vicar. Sam and his family went and shook hands with lots of people in the church and said, 'Peace be with you' each time. It was like making friends with everyone.

### **How did being a Christian make an impact on Sam's actions?**

Think about what Sam learnt at church and how he might have put it into practice.

While discussing this, make a playdough or clay model of the boys getting back together or to symbolise 'reconciliation'.

Being a Christian makes an impact on people's life and behaviour. It moulds people rather like you are able to mould clay or playdough.

How did Sam's Christian beliefs influence him and others? What did he do? Would other people have done the same? Would they give the same reason as Sam? What influences people's decisions?



<http://www.british-sign.co.uk/british-sign-language/>

'Our God' is on 'Sing with the World' GIA Music – songs can be downloaded, found online or buy the CD -



<https://www.wildgoose.scot/product/sing-with-the-world-cd/>

**Alternate songs:**  
*Blessed are the Peacemakers*  
([www.truevinemus.ic.com](http://www.truevinemus.ic.com))

*Blessed are the peacemakers*  
(Osmond Collins – reggae)

*Bibles references are given as book, chapter, verse e.g. Matthew 5 v. 9*

<https://www.biblegateway.com/>

	<p style="text-align: center;"><b>Storyline for Joe, Ben and Sam</b></p> <p>Joe, Ben and Sam have been friends since reception. Today they have fallen out and argued over a game of football on the playground. Joe is certain the 'goal' that Ben scored was off-side and Ben says it was on side. Sam was in goal and the ball went straight past him and into the goal. Sam is uncertain if it was off side or on side.</p> <p>They have all come in from lunchtime arguing. Joe and Ben have raised their voices to each other and a fight is about to break out. After school Joe and Ben are not even talking. Sam is starting to get fed up with both of them. What should he do?</p>		
<p><b>ENQUIRE</b> into the concept of 'reconciliation' in a key Christian story</p> <p><i>3a I can describe what a Christian might learn from the story of the Lost (Prodigal) Son</i></p> <p><i>3e I can ask good questions about life when thinking about the story of the Lost Son and communicate some of my ideas for answers</i></p>	<p><b>What does this sculpture say about 'reconciliation'?</b></p> <p>Review what reconciliation looked like in the scenario last lesson e.g. describing in words, drawing on whiteboards, creating an instant class poem out of the children's ideas, freeze framing it again, showing models.</p> <p>Show the children the picture of a sculpture '<b>Hands across the Divide</b>' (see <b>Resources</b>) on the board.</p> <p>Choose two children to stand in front of the picture. Ask pupils to instruct them to position themselves as the sculpture e.g. you need to move your arm to the right, hold your left hand further down, etc.</p> <p>Ask pupils to think what the sculptor is saying by creating this piece. What was its purpose?</p> <p>Now ask everyone to act out the sculpture and then freeze frame to say what they were thinking. Encourage children to think about the word 'reconciliation'- coming back together, making things right after a wrong doing.</p> <p>Do you think the sculpture made people think about making friends again?</p> <p><i>(Why not start a 'reconciliation gallery' and add pictures to it for children to discuss and write comments on. You could put an additional picture up on the whiteboard each morning for a</i></p>		<p><i>There are lots of examples of sculptures of reconciliation on the internet.</i></p> <p><i>'Hands across the Divide' (Maurice Harron) photo by Martin Mellaugh © CAIN (University of Ulster) relates to the conflicts in Northern Ireland and the need for reconciliation.</i></p> <p><i>Jesus' story of the 'lost son' is also called the 'prodigal son; prodigal means 'wasteful'.</i></p>

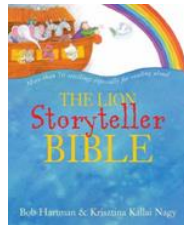
**4e** I can ask important questions about the reconciliation in life e.g. when looking at sculptures, and compare ideas with others, including Christians

week. Encourage children to discuss in talking pairs as they arrive and write possible comments to display next to the picture when you add it to the gallery later in the day.)

### What happens in this story Jesus told about reconciliation?

**Teacher's note:** For Christians, Jesus is the ultimate peacemaker, who brings peace between humans and God. One of Jesus' best known parables (stories) deals with both the idea of reconciliation with God and between members of families. The story is found in Luke 15 v.11-32 in the Bible. This lesson concentrates on the first part of the story.

Investigate the story of the Lost (Prodigal) son which is one of Jesus' parables. Explain that **Jesus told parables to help his followers learn more about God; they are like mystery stories with lots of special meanings in them.**



Using The Lion Storyteller Bible (The Big Spender) or other Bible story book, read the story up to where the younger son comes back home. Children could act the story as you read it – a few tea-towels for head-dresses would be good.

Ask children to retell the story in talk partners. Then uncover: *an apple, dagger, silver coin, sealed envelope.*

Ask children to think where these objects might fit in the story e.g. apples in the pigs' food. Use the chance to develop children's vocabulary around 'reconciliation' (sorry, ashamed, guilty, wrong, forgive, change, confess, etc).

Quickly draw or model what you think is the 'reconciliation' point in the story. Around your art, write questions you would like to ask about this story. What puzzles you?

### Can we all learn something from a Christian story like the Lost Son?



Look at **Rembrandt's 'The Return of the Prodigal Son'** or **Frank Wesley's 'Forgiving Father'**.

- What was the turning point in the younger brother's life? Talk about when the son understands and realises how sorry he is and how lonely, this is his part of the reconciliation. What do you think the son said to his father?
- Is this a story about God – if so, where is God in the story? Is it a story for Christians, if so, what does it tell Christians? Is it a story for everyone, if so, what does it tell you?

**Read the original from a Bible or [www.biblegateway.com](http://www.biblegateway.com)**

**The Guild of Storytellers could tell the story from 'A Book of Reflective Stories'. Or use it yourself!**

**If you have an 'Open the Book' team (see Resources), they might help too.**

**Read about the Rembrandt on Wikipedia. It is in the Hermitage in St Petersburg.**

**Frank Wesley is an Indian Christian artist. This picture can be found on the internet.**

**Both of these pictures can be found on the internet. Frank Wesley was an Indian Christian artist.**



## EXPLORE

### Christian 'reconciliation' through

#### (i) Biblical Narrative

**4a** I can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in Reconciliation

**4c** I can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt

**Teacher's note:** One of the interesting things about the story of the Prodigal is the mysterious older brother, who is furious about the returning 'waster'. Sometimes this part of the story is not told, but it adds another dimension, leaving Jesus' followers to think out the ending for themselves. The sculpture from Duke Divinity school shows the scenario well.

### What do Christians learn about reconciliation from the Bible?



Remember Sam. The vicar at Sam's church has invited him to be in a play to act out the story of the Lost (prodigal) Son. Encourage children to name the parts needed – referring back to last lesson. I wonder which part Sam wanted to play!

The vicar gave Sam the role of the older brother. 'What older brother?' said Sam.

From Sam's bag, produce a Bible and a Bible story book. Sam has decided he needs to investigate the story properly himself – he doesn't remember an older brother. We are going to help him out.

### What does happen next in the story of the Lost (Prodigal) Son?

Review the story so far with the children.

The father had two sons. What do you think the older one did when his brother left?

Read the next line from the story e.g. in the Lion Storyteller Bible - **'When the older son came home from work that night, he heard the party noise.'** Predict what happens next in the story.

How would the older son feel? What do you think the father would say to him? Talk with partners and record on post- its.

Now look at this powerful sculpture of Reconciliation by **Margaret Adams Parker** which is installed at **Duke Divinity School** in the United States. Which character is which in the Prodigal Son story?

In three's, model yourselves into the sculpture and talk about the feelings, thoughts and words which might be taking place.




**Read the story in a Bible for accuracy. Luke 15 v.11-32 Or find on a free Bible app.**

**If you use <https://www.biblegateway.com/> choose a simple English translation e.g. Good News Translation.**

**You can compare several English versions and other languages too, useful for EAL children and developing the idea that Christianity is a worldwide faith.**

**St Paul says in his letter to Timothy in the Bible: All scripture is inspired by God and is useful for teaching the truth, rebuking error, correcting faults, and giving instruction for right living so that the person who serves God may be fully equipped to do every**

	<p>What is needed now in this family? Another reconciliation? More than one reconciliation? Use feelings faces / emotions graphs to describe the situation if wished. The father is like a 'bridge' between the two sons – explain what this means.</p> <p>Finish reading the story. Discuss why Jesus left it on a cliff hanger for the older brother. What could the ending be? How would you feel if there was no reconciliation? Children can finish the story as a story board or a narrative.</p> <p><b>What does Sam's Bible say? How do Christians use the Bible?</b></p>  <p>The story is in Luke chapter 15 and goes from verse 11 to verse 32. Practise finding the story in a real Bible and leave the Bible out for a 'help Sam find the story' challenge.</p> <p>Let's help Sam read the story from a real Bible – put text up on the whiteboard from <a href="http://www.biblegateway.com">www.biblegateway.com</a>. What advice would you give Sam to help him act the part of the older son really well?</p> <p>Sam knows the Bible is not just there to act out. It is supposed to help Christians like him think about how they live every day. Maybe that is why Jesus did not finish the story, thought Sam, so I would have to work out its meaning.</p> <p><i><b>If you have time,</b> investigate another of Jesus' parables, 'The Unforgiving Servant'.</i></p> <p><i>A small group could investigate and report back on this story or it could simply be told / watched as part of a plenary the Bible out. It clearly brings out the responsibility to forgive, if you want to be forgiven. You can find the story in the Bible in Matthew 18 v.21-35.</i></p>	<p><i>kind of good deed. (2 Timothy 3 v.16-17)</i></p> <p><i>You can find out more about how the sculpture was made: <a href="http://www.artway.eu/content.php?id=1103&amp;action=show&amp;lang=en">http://www.artway.eu/content.php?id=1103&amp;action=show&amp;lang=en</a></i></p> <p><i><b>English Link – the Bible text is easy to use in English lessons. How else could you use it?</b></i></p> <p><i><b>Art links – this is one of the most painted / sculpted Bible stories in history and world-wide. How else could you use it?</b></i></p>
<p><b>EXPLORE</b> Christian 'reconciliation' through <b>(ii) Church Practice</b></p>	<p><i><b>Teacher's note:</b> Christians believe in repentance (saying sorry and showing you mean it by a change in direction). In most churches Christians confess their sins (shortcomings or wrongdoings); they believe God offers forgiveness to those who repent sincerely.</i></p> <p><i>In some churches formal confession or 'reconciliation' takes place on an individual basis and young children are prepared carefully for this. In these churches the priest offers absolution for sins on God's behalf, announcing to the penitent that God forgives them freely but calls them to change their ways.</i></p>	<p><i>'Sin' does not necessarily mean actively doing wrong but is about 'falling short' or 'missing the mark', not living up to God's standards. 'All have sinned and fall short of the</i></p>

**3b** I can describe how Christians everywhere practise confession and ask God to forgive their sins

**4b** I can describe some things that are the same / different in the way Christians confess their sins

## Where does reconciliation start? How does it feel to confess / say sorry?

Start with a time of reflection. Light a candle and listen to 'Lord I pray – Confession song' (see [Resources](#)). What is this song about? What does the song suggest needs confessing? Do you think confession is good for you? How does it feel to 'get something off your chest'?



Begin to introduce vocabulary: say sorry / wrong / sin, forgive/forgiveness, absolve / absolution, confess / confession, repent/repentance, admit / admission.

**OR**

Review the Rembrandt painting 'The Return of The Prodigal Son' or Frank Wesley's 'Forgiving Father' and recall the turning point in the younger brother's life i.e. when he realises how sorry he is and how lonely. Look at the key vocabulary above and talk about what the words might mean. What did the son plan to say to his father – was it a confession?

For reconciliation there needs to be an admission of guilt and people who are not just sorry but say they are sorry like a confession.

When Sam, Joe and Ben all become friends again, someone must have said sorry.

## What do Christians do when they need to say sorry and be reconciled to God?

At Sam's church on Sunday, there is often a prayer of 'confession' near the beginning where everyone says sorry to God together for the things they have done wrong.

Find and look at an example if possible e.g. in a child's prayer book or on the Church of England website, or ask your local vicar about the prayers he/ she uses.

But there is one prayer in the service where everyone asks forgiveness: the [Lord's Prayer](#). Does anyone know this prayer? Does anyone know the lines about forgiving and being forgiven?

If you didn't have the song at the start, play a sung Lord's Prayer and listen for the words about forgiveness. If possible, learn BSL signs for **sorry** and **forgive**.





*glory of God' (Bible – Romans 3 v.23)*

*'Lord I pray'- listen to the clip which is long enough to work with:*  
<http://www.outoftoheark.co.uk/songs-for-every-occasion.html>

*Confessions and absolutions follow a set form in the Church of England. Examples at*  
<https://www.churchofengland.org/prayer-and-worship/worship-texts-and-resources/common-worship/service-word/service-word-morning-evening-prayer-night-prayer#ch6j>

*The Lord's Prayer Project CD – 13 sung Lord's Prayers and all the BSL for signing the prayer.*

*Confession in Roman Catholic*

	<p><b>How do some other Christians say sorry and find reconciliation with God?</b></p>  <p>During the holidays, Sam visited his cousin and went to her church, which was Roman Catholic. She was seven years old and preparing to make her First Confession to say sorry to God. Confession is saying sorry and admitting what you have done. A Christian would say sorry to God for the bad things they have done and going away from what He wants them to do.</p> <p>Watch the clip <a href="https://stthomasmorechurch.org/first-reconciliation">https://stthomasmorechurch.org/first-reconciliation</a></p> <p>After watching the clip, ask children to explain 'First Confession' or 'Reconciliation'. Why do you think it is important to Roman Catholics? Why is it called 'reconciliation'? What was the evidence of these in the clip?</p> <p>To illustrate the act of confession and then being 'absolved', you could invite children to write / draw something they might want to confess on a whiteboard and wipe it away.</p>	<p><i>churches is also known as 'Reconciliation'. Children are prepared for this sacrament around the age of 7.</i></p> <p><i>You may have a Catholic child who can talk about this or show presents, photos or cards. A local RC school may be able to answer a class email or skype you.</i></p>
<p><b>EXPLORE</b>  <b>Christian 'reconciliation' through</b>  <b>(iii) Christian Living</b></p> <p><i>4d I can compare people and things which influence me with those which influence others, including a practising Christian</i></p> <p><i>4f I can link things that I, and others value about the need</i></p>	<p><b>Teacher's note:</b> <i>Issues of reconciliation and peace-making have been significant areas of service for some individual Christians. This section offers the opportunity to investigate Desmond Tutu in South Africa.</i></p> <p><b>What do some Christians do in response to Jesus' call to be peacemakers?</b></p> <p>Sam says, 'It is easy to say sorry and want to be forgiven but not always easy to really forgive someone and start again. Let me show you some words from my Bible:</p> <p style="text-align: center;"><b>Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.</b></p> <p>Sam says, "It wasn't too hard to get Joe and Ben to talk again and we soon started to play together but in some places in the world it is very difficult to get people to work together. It can be tough to do what Jesus says and be a peacemaker."</p> <p><b>Who is this Christian peacemaker? What did he do and why?</b></p> 	<p><i>The Bible words are from Ephesians 4 v.32. The children could find them in a Bible.</i></p> <p><i>Lots of information on Desmond Tutu on internet including: <a href="http://www.tutu.org/timeline/">http://www.tutu.org/timeline/</a></i></p> <p><i>An archbishop is the top rank in the Anglican church</i></p>

for 'peacemakers' or 'reconcilers' with the way we choose to think and behave in school

Show children selected pictures of Desmond Tutu. What can they work out from the pictures?

Basic information: *Black South African, Christian priest who became Archbishop. Family man. Winner of the Nobel Peace Prize. Famous for doing what Jesus called all Christians to do: be a peacemaker.*

Explore briefly with children the problem of apartheid in South Africa, how Archbishop Tutu fought against it and eventually led the 'Truth and Reconciliation' Commission, which helped people confess their wrongs and seek forgiveness so they could be reconciled.

Learn a song based on one of Desmond's prayers.

**Goodness is stronger than evil;  
love is stronger than hate;  
light is stronger than darkness;  
life is stronger than death.  
Victory is ours, victory is ours  
through him who loved us.  
Victory is ours, victory is ours  
through him who loved us.**

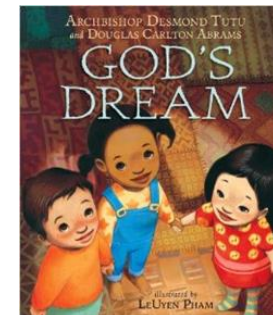
Children can sing or play percussion to the song as appropriate. Discuss the words.

Desmond believed he was called by God to bring peace; he believes it is God's Dream for the world. He has written for children so they understand for themselves how to be peacemakers.

Read '**God's Dream**'.

Talk about the story and how people put 'reconciliation' into practice.

Which bits of the book do you like best? Choose some of Archbishop Tutu's words to illustrate in your own way.



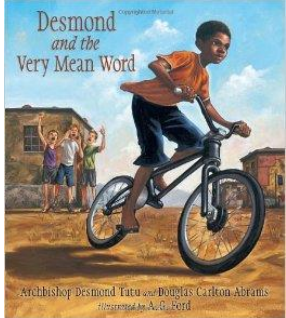

**(Church of England).**

**Photo used with permission of the charity Street Smart in South Africa.**

**Buy MP3 of 'Goodness is stronger than evil'**  
[http://www.giamusic.com/search\\_details.cfm?title\\_id=4849](http://www.giamusic.com/search_details.cfm?title_id=4849)

**Alternative examples:**  
**Taize, Corrymeela, The Melanesian Martyrs, or 'The Peace Child' Story.**

**You may know others but you must choose a Christian example for this particular unit.**

	 <p><b>OR</b> read 'Desmond and the very mean word' in which the young Desmond learns how hard it is to forgive through his own personal experience but begins to practise reconciliation, following the example of his local priest, the famous Father Trevor Huddleston.</p> <ul style="list-style-type: none"> <li>• Which bits of the book do you like best?</li> <li>• What was the impact of Christian teaching and belief on Desmond?</li> <li>• How did Father Trevor help him?</li> <li>• How did what he learnt affect him later in life do you think?</li> </ul>	
<p><b>EVALUATE</b> our RE learning in this unit about Reconciliation in Christianity</p>	<p><b>Teacher's note:</b> 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><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Use the Quick Quiz on p.17 to show learning.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons for this unit to answer the question.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>  <p><b>Using the symbols:</b> Look at the zip picture on the front of the unit. Is this a good symbol for Christian beliefs about reconciliation? 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 been learning about?</p>	<p><b>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</b></p> <p><b>Please remember that different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit are on the Emmanuel Project Flash drive, along with ideas for how to use. Children can use the symbols from each unit to remind them of key beliefs in each religion,</b></p>

**EXPRESS**  
your RE  
learning so it  
can be shared  
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:

- **Make small models of reconciliation** (playdough / plasticene /clay) and write labels to explain them.
- **Design a class sculpture of 'reconciliation'** for the school (large scale) explaining what it shows, where will it be placed in the school grounds / school building and why. Choose one plan to present to the headteacher and, if possible, create the sculpture. Hold an opening ceremony to explain what the sculpture is and why it has been made.
- **Design a 'peacemaker' badge** and talk to the School Council about creating a peacemaker team to patrol the playground and keep the peace. Argue the case that mobile peacemakers are better than a statue of peace.



- **Show off your class RE scrapbook** for this unit. Hang it on the classroom door. Show it to another class, your governors, your headteacher, your schools' adviser. Anyone! Develop a real sense of pride in your RE learning. Make sure it is a real record of things you did and said about 'reconciliation'.

*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.*

*The Lord's Prayer CD, recorded by Suffolk school children, will help you learn the prayer as a song and shows the BSL signs in short videos. See [Resources](#).*

*The clay models are from Eyke CE School, and the reconciliation sculpture is at St Botolph's CE School in Botesdale, Suffolk.*

*For more about 'scrapbooking' see [article on Emmanuel Project flash drive](#).*

*[www.prayerspacesin schools.com/](http://www.prayerspacesin schools.com/) have prayer spaces on forgiveness, saying sorry etc.*

- **Perform the Lord's Prayer as a song**, possibly with sign language as part of an assembly presenting your RE learning on 'Reconciliation'. Explain why forgiveness and reconciliation are important to Christians and include Bible words or stories.
- **Set up the 'ZIP' prayer space** from "World War1 Reflective Prayer spaces for schools" originally written by Guildford Diocese.  
<https://www.prayerspacesinschools.com/stories/361>





# 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.*



<b>Beginning:</b> Discusses concept in own life	Q1 When you and your friends fall out, how do you make up again?
<b>Developing:</b> Draws on the lesson material	Q2 What does the Lost Son parable teach about God & reconciliation?
<b>Expected:</b> Applies concept / answers key question	<b>Q3 How do Christians show that reconciliation with God and others is important?</b>
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 How did Desmond Tutu's experiences teach him the value of reconciliation?

**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
<b>Y3</b>	<b>3a</b> I can describe what a Christian might learn from the story of the Lost (Prodigal) Son	<b>3b</b> I can describe how Christians everywhere practise confession and ask God to forgive their sins	<b>3c</b> I can use religious words to describe how Christians act out the idea of reconciliation in church services or practices	<b>3d</b> I can recognise some things that influence me e.g. family, friends, faith, when it comes to admitting I am in the wrong	<b>3e</b> I can ask good questions about life when thinking about the story of the Lost Son and communicate some of my ideas for answers	<b>3f</b> I can link what is important to me about peace, reconciliation or forgiveness, with the way I think and behave
<b>Y4</b>	<b>4a</b> I can describe what Christians might learn from the Parable of the Lost Son / or stories of Christians involved in Reconciliation	<b>4b</b> I can describe some things that are the same / different in the way Christians confess their sins	<b>4c</b> I can describe some different ways that Christians show the reconciliation in pictures of the Prodigal Son e.g. by Rembrandt	<b>4d</b> I can compare people and things which influence me with those which influence others, including a practising Christian	<b>4e</b> I can ask important questions about the reconciliation in life e.g. when looking at sculptures, and compare ideas with others, including Christians	<b>4f</b> I can link things that I, and others value about the need for 'peacemakers' or 'reconcilers' with the way we choose to think and behave in school
<b>Y5</b>	<b>5a</b> I can make links that show how Christian beliefs about how to act towards God and other people come from the words and stories of Jesus about reconciliation in the Bible	<b>5b</b> I can use the right religious words to describe some different practices / experiences familiar to a member of a Christian community e.g. confession, sharing the peace, saying the Lord's Prayer	<b>5c</b> I can show how Christians express their beliefs and feelings about reconciliation in different ways (song / poem / sculpture) and suggest why	<b>5d</b> I can ask questions about how broken friendships could be mended in groups I belong to and include reference to those who inspire Christian reconciliation e.g. Jesus or Desmond Tutu	<b>5e</b> I can ask questions about the meaning and purpose of life as described in Desmond Tutu's 'Dream', and suggest answers of my own alongside his Christian vision	<b>5f</b> I can ask about the basis on which I, and others, including Christians, make moral decisions about saying sorry or forgiving, and suggest what might happen if no-one valued reconciliation
<b>Y6</b>	<b>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.</b>					

# Resources for this enquiry:



**Sam** - an imaginary Christian character, who will help you talk about things Christian children learn or do. He provides 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, he is arbiter in a disagreement between friends, goes to church and learns about being a peacemaker, thinks about some of the elements in a church service about reconciliation, finds out about a Roman Catholic first confession / reconciliation and shares a key Christian story.

## Recommended Bible resources:

- The Lion Children's Bible (Lion Hudson)
- The Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- Children of God Storybook Bible (Zondervan)
- Rainbow Good News Bible ([www.biblesociety.org.uk](http://www.biblesociety.org.uk)) 'real' Bible with books, chapters and verses
- 



**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/>.

For local details in Suffolk, contact the Diocesan Schools' Adviser – [education@cofesuffolk.org](mailto:education@cofesuffolk.org)

## Examples of Reconciliation Sculptures:

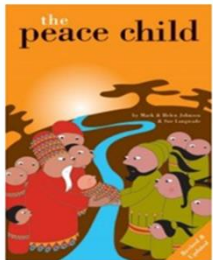
- Reconciliation statues in Coventry Cathedral and Hiroshima Peace Memorial Gardens, sculpted by Josefine de Vasconcelles
- Parable of the Prodigal, Duke Divinity School, sculpted by Margaret Adams Parker
- Hands across the Divide, in Derry/ Londonderry, Northern Ireland, sculpted by Maurice Harron
- Reconciliation sculpted by Stephen Broadbent / situated at points of the slave trade, including Richmond, Virginia

## Other important resources (more are referenced in the text of the unit):

- **Songs for Every Occasion** - 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-occasion.html>
- **God's Dream – Desmond Tutu (Candlewick Press)**
- **Desmond and the Very Mean Word – Desmond Tutu (Walker Books)**
- **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 [education@cofesuffolk.org](mailto:education@cofesuffolk.org)
- **A Book of Reflective Stories 1 – Discovery Centre, Bury St Edmunds**  
<https://www.cofesuffolk.org/resources/re-resources> or [education@cofesuffolk.org](mailto:education@cofesuffolk.org)



## An alternative approach to the unit:

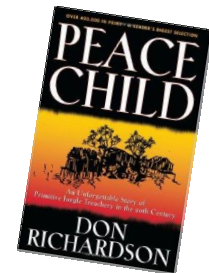


An alternative approach is to produce 'The Peace Child', a musical written by 'Out of the Ark' ([www.outoftheark.com](http://www.outoftheark.com)) and use it alongside the specifically Christian material in the 'ENQUIRE' and 'EXPLORE' section of the unit. The musical allows you to discuss the area of conflict and reconciliation as in the 'ENGAGE' section and then to consider the story behind the musical instead of the work on Desmond Tutu.

Watch: **Never the same – Celebrating 50 years since the Peace Child**

<https://www.dailymotion.com/video/x2oupz1>

This is a film for adults, 15 minutes long, but well-worth watching. It shows a missionary family returning to the SAWI people among whom they lived for many years. The missionaries had given the SAWI the Christian message of the 'peace-child', who reconciles people to God and enables them to be reconciled to others. For the SAWI the Christian gospel ended generations of bitter inter-tribal fighting, head-hunting and cannibalism. It is a true 'reconciliation' in action with a powerful impact on individuals and communities.



**Initial ideas for this unit were worked on by Laura Bannister (St Matthew's CEVAP School, Ipswich) and Janet Wylie (St Helen's Community Primary, Ipswich) at the Emmanuel Project conference days and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!**