



Christian Beliefs Explored ‘To love God and Love your neighbour as yourself’

How do Christian believers show ways of ‘loving God and loving their neighbours as themselves’?

KS2 Unit Linked to RE Guidelines

KS2 pupils will explore the concept of ‘neighbour’ and identify well known people who show love to their neighbours in different situations? They will consider ‘who their neighbour and focus on exploring the significance of Jesus teaching ‘to love God and to love your neighbour as yourself’, and its impact on Christian believers individually, locally and globally. Through examining select examples from the Gospels, they will learn about the impact of Jesus teaching and example in relation to the two commandments about ‘loving God your neighbour as yourself’ upon Christian living, for example the Parable of the Good Samaritan. They will be able to answer questions about the example of Jesus as a Saviour and servant to all mankind in Christian thinking, how this inspires Christians to follow Jesus, to participate in church life and share in loving other people in their local communities and overseas.

Pupils will recognise how ‘loving your neighbour as yourself’ is a key concept in Christianity that unites and motivates believers in following the example of Jesus in serving others, for example working together in churches and organisations to serve others in the local community and overseas through mission and charity work. Pupils will explore examples of different Christian Charities and how they love their neighbour overseas.

Pupils will find out about Diocesan Companions, for example Angola, London, Mozambique Association (ALMA) and the difference partnerships with overseas neighbours make to a believer’s life.

Opportunities to engage directly with the key concept of loving your neighbour as yourself’, and to engage with citizenship objectives are built into the work through the ALMA network of partnerships between churches and schools in the UK and in Mozambique. Pupils are able to explore ‘live relationships’ between Christian believers in their local church communities and communities in Mozambique that demonstrate aspects of ‘Loving your neighbour as yourself’. In addition there are opportunities through extended creative reflection for pupils to share directly in projects arising from the existing relationships between local churches and their Mozambican neighbours, for example creating banners for the church in Lichinga, Mozambique on the theme of ‘spiritual gifts’.



Encouraging pupils to consider key questions: 'Who is my neighbour?' and 'How did Jesus love people?' may prompt pupils' to consider their own experiences and creative ways that they might express these.

Where this unit fits in:

This unit builds upon previous on Christianity and provides an insight into the teachings of Jesus, his life and ministry and its impact on believers. **Key prior knowledge and understanding of the outline of God's story for mankind from Genesis to Revelation, the concept of Salvation needs to be in place to enable meaningful exploration of 'what loving your neighbour as yourself' means to a Christian, and its impact on the church and society.** The unit will make significant connections to pupils' own understanding of who is your neighbour, and what it means to love your neighbour. Part of the learning from Christianity that is planned is to consider questions about servanthood and citizenship for themselves.

- The unit enables pupils to make links to foundations of Christian morality in the two great commandments:
- Love of God (expressed through the last days and death of Jesus) and Love of neighbour as yourself (explored by pupils through live relationships between local and Mozambican churches and meanings of 'neighbour' and how the teaching has been interpreted).

The unit will provide opportunities for pupils to:

- consider a range of views about who our neighbour is.
- study sources of authority within religion ~ Bible stories from the gospels ~ pupils will be able to examine and develop reasoned viewpoints about Christian commandments to 'Love God and Love your neighbour as yourself'. They will encounter some diverse views about who our neighbour is, and how Christian believers are motivated to love others.
- consider viewpoints from Christianity. Any school may plan to address the questions of the unit with reference to another religious tradition.
- think about their own experiences of loving God and loving other people.

ATTITUDES FOCUS: Pupils will explore attitudes of

- **Self Awareness:** Feeling confident about expressing beliefs about the importance of Jesus teachings, the concept of neighbour and loving others.
- **Respect for all:** Developing skills of listening and a willingness to learn from others' views about Jesus, and Christian example, even when different from their own.
- **Open-mindedness:** being willing to learn and gain new understanding from others people's beliefs about Jesus and his teaching on Loving God and your neighbour
- **Appreciation and wonder:** Developing pupils' capacity to respond to questions about the impact of Jesus' teaching and example, and the ways in which he is an inspiration for Christian people today.



Prior learning	It is helpful if pupils prior knowledge and understanding of the outline of God's story for mankind from Genesis to Revelation to enable Salvation to be explored and understood in context. They will have studied the units on Christianity at FS2, and Y1 and 2, and recapped on these with the teacher.
Key Christian belief	<p>In Christian traditions, Two key commandments (part of the Old Testament Ten Commandments) belief in God as creator is a key to understanding the world and human nature, and sacred text, story and theological ideas contribute to Christian understanding of what it means to be human. Various accounts of the idea of salvation are held among Christians. Christians teach that God in Jesus is the Saviour of the world. The events of Maundy Thursday and Good Friday illustrate the extent of God's love through Jesus. This Saviour is also a servant to the community.</p> <p>The idea of Salvation is important in Christianity because it gives Christians hope that God's love supports people in their experience of failure, or despair, including those who are alienated and unloved. This leads some Christians to emulate Jesus in the service of the most disadvantaged or excluded people.</p>
Vocabulary	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>The specific religion: Christianity Saviour, Salvation, Christ, Jesus, Christian, Teacher, Commandments</p> <p>Religion in General: Follower, Founder, God, Belief, Faith, Teacher, Teachings, Belief,</p> <p>Religious and Human Experiences: Inspiration, servant hood, sacrifice, love, neighbourliness,</p> <p>Citizenship: values, responsibilities, viewpoints, actions</p> <p>Art: Respond, Research, Reflect, Creative process</p> <p>Physical object: colour, lines and marks, tone, texture, shape, mood, composition, title, content, message</p>
Visual resources	<p>Church or NGO Posters promoting the message ' Love your neighbour as yourself – eg Christian Aid, Tearfund</p> <ul style="list-style-type: none"> ▪ www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group. ▪ Christian artefacts (images): www.strath.ac.uk/Departments/SocialStudies/RE/Database/Graphics/Artefacts/CAfacts.html ▪ Rejesus: http://rejesus.co.uk ▪ RE:Quest: www.request.org.uk ▪ The National Society supports RE with some books and this website on 'Encountering Christianity' www.encounterchristianity.co.uk ▪ Miracle Maker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is supported by a fine website of teaching ideas from the Bible Society UK: www.themiraclemaker.org.uk ▪ Pathways of Belief videos and teachers notes. BBC ▪ Animated World faiths Prog 1 Life of Christ; ▪ www.traidcraft.co.uk/.../PDF/General/schools_lesson_plan_RE_KS2_T.pdf



Books

- RE Ideas: Christianity (ed. Draycott, RE Today: Copiable pack of 50+ lessons for KS2 Christianity)
- Jesus (Developing Primary RE series) RE Today
- Faith stories (Developing Primary RE Series) RE Today
- Teaching about Jesus Anthony Ewens & Mary Stone (RMEP)
- Jesus J Aylett & R Holden-Storey Hodder & Stoughton
- The Life of Jesus D Stent Blackwell

Artefacts religious artefacts for Christianity are available to purchase from:

Articles of Faith (Tel: 0161 763 6232)

Religion in Evidence / TTS (Freephone 0800 137525)]

ICT (CD Roms / Websites) (Correct at time of publication)

www.natre.org.uk/spiritedarts contains a great range of pupil art work inspired by the life of Jesus.

www.theresite.org.uk

www.re-xs.ucsm.ac.uk/schools/

www.request.org.uk



<p>Contributions to spiritual, moral, social and cultural development of pupils (links directly to framework)</p> <ul style="list-style-type: none"> • Spiritually, by learning about and reflecting on important concepts, experiences and beliefs that are at the heart Christianity, including the concept of Jesus the saviour, and the commandment to Love God, and love your neighbour as yourself • Morally, by considering what is of ultimate value to pupils and believers through studying the teaching and example of Jesus and impact of his teaching and example on believers • Culturally, by considering how beliefs about Jesus as saviour have been expressed through the creative and expressive arts and encountering the creative and expressive arts from differing cultures 			
<p>Learning Expectations:</p> <p>At the end of this unit</p> <p>Learning about: AT1</p>	<p>Pupils working towards the expected level will be able to</p> <p>(Level 2):</p> <ul style="list-style-type: none"> ▪ Use religious words and phrases, (such as saviour, commandment, prayer) to identify key aspects of Jesus' teachings and example. ▪ Show awareness of how different people describe their neighbour ▪ Suggest a meaning from the commandment to love God and love your neighbour ▪ Describe how Jesus loved people and inspired other people to do the same. ▪ Identify how Christian believers have loved their neighbour. 	<p>Pupils working at the expected level (L3) will be able to</p> <ul style="list-style-type: none"> ▪ Use a developing religious vocabulary, such as salvation, commandment, miracles, healings, prophecy, prayer, sacrifice, servanthood) to describe key aspects of Jesus' life and example ▪ Make links between some Christian beliefs and actions and Jesus teaching on commandments found in the New Testament, especially about loving your neighbour. ▪ Begin to identify the impact that of Jesus teaching and example has on a Christian's life. ▪ Describe some ways in which Jesus teaching has been represented in art or music 	<p>Pupils working beyond the expected level (L4) will be able to</p> <ul style="list-style-type: none"> ▪ Use a developing religious vocabulary, to show their understanding of what Jesus means to Christians as saviour. ▪ Make connections between some New Testament stories about Jesus and Christian beliefs about salvation. ▪ Describe simply some different interpretations of Jesus' teaching and life. ▪ Show that they understand why Jesus is portrayed in many different ways in art.
<p>Learning from: AT2</p>	<p><i>Respond sensitively to questions about the importance of Jesus and his teaching for themselves and others.</i></p>	<p><i>Ask and consider some important questions of their own about Jesus and his teaching making links between their own and others' responses.</i></p>	<p><i>Raise and suggest answers to, questions about the importance of Jesus teaching and example, and the impact that believing in him as saviour and following his example would have on a believer's values and commitments.</i></p>
<p>ASSESSMENT SUGGESTIONS:</p>	<p>Inspired by ALMA network partnership pupils could be given a 'live' brief by the local church on behalf of the church or school in Mozambique to design for example banners on a theme, or textiles for the local church, which celebrates the</p>		



teachings of Jesus, on the theme of 'Loving your neighbour', and the example of loving your neighbour that this ALMA partnership demonstrates. Their design needs to be eye catching, inspiring and informative and explain this teaching for Christians today. It should use a saying or verse from one of the gospels for a title (give pupils a choice, including examples from the Sermon on the Mount).

Pupils could write an explanation: 'Six reasons why our design for 'Love your neighbour as yourself' (less than 100 words).

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING (Including experiences and opportunities)	LEARNING OUTCOMES	POINTS TO NOTE and Resources
<p>Lesson 1</p> <p>Who is our neighbour?</p> <p>Who is a neighbourly person?</p> <p>Do some inspiring people save others?</p>	<p>To consider the idea that we are all inspired by other people sometimes.</p> <p>To consider the idea that some inspiring people save other people from danger or difficult situations.</p>	<p>Starter:</p> <p>Neighbours: Who are they?</p> <p>Ask pupils in pairs to make lists of their neighbours – school, home, etc</p> <p>Are neighbours just people we know or live near?</p> <p>How do we ‘love our neighbours?’ What does ‘love’ in this context mean – help, care for?</p> <p>Think of jobs people have that involve caring for people or keeping them safe e.g. nurses, firemen, refuse collection, teachers.</p> <p>Ask the question: are these people just doing jobs, or are they ‘loving their neighbour? What difference do they make to our lives? Think, pair, share?</p> <p>Main activity:</p> <p>Discuss with pupils the idea of having neighbours in other countries.</p> <p>What might it look like to ‘love’ them – from the UK or going overseas to be with them?’</p> <p>Research examples of inspiring people in history who have helped others overseas? eg. Mother Theresa, Mary Secole, Nelson Mandela. Create a class list of all the people they look up to.</p> <p>What do they admire/like about these people?</p> <p>Who do we admire in our lives?</p>	<p>I can talk simply about the concept of neighbour and use words like ‘love’ ‘care’ and ‘help’ relationship to do so.</p> <p>I can identify example of people helping others overseas</p> <p>I can respond to the idea of loving neighbours for myself.</p>	<p>The unit uses the big idea of ‘Loving your neighbour’ as a core concept, but also the idea of Jesus’ teaching and example as an inspiration. This latter idea makes space for learning from religion particularly for those who are not Christians but may yet find Jesus’ teaching inspiring.</p> <p>Point out that Christians believe Jesus is real (not like the Disney heroes) and that people have been inspired by Him for 2000 years, in their millions to give up good things in their lives, to help others.</p>

		<p>Pupils could bring a picture of this person and this could form part of a 'Love your neighbour' class display on inspiring people</p> <p>Plenary:</p> <p>What might motivate these people to care for others? Were some of these people following the Christian teaching 'love your neighbour as yourself'?</p> <p>How would you like to be described by a friend?</p>		
<p>Lesson 2</p> <p>What are the key beliefs in Christianity?</p> <p>What did Jesus say about rules?</p> <p>What motivates a Christian to love others?</p>	<p>To understand the key beliefs in Christianity?</p> <p>To identify why Jesus is important to Christians today?</p>	<p>Starter:</p> <p>What are the key beliefs of Christianity?</p> <p>How many rules are there? (cp Judaism (366) and Islam(600+)</p> <p>Place your bets –. Guess how many?</p> <p>NB Ten commandments are Old Testament – Old Mosaic Law pre Jesus.</p> <p>Give out the ten commandments printed on separate strips of paper. Ask pupils to put them in order of importance. Explain and discuss their choices.</p> <p>Ask pupils to choose two most important and give reasons. Introduce two commandments of Jesus.</p> <p>The Two commandments in New Testament that Jesus quoted as being the rules of Christianity to guarantee eternal life, come from OT are: Luke 10 v 25-28 http://bible.oremus.org/?ql=275144949</p> <p>Christians believe that:</p> <p>Jesus said the two greatest of God's commandments are: Love the Lord your God with all your heart, and love your neighbour as yourself' and illustrated it with 'The Parable</p>	<p>Identify the impact that believing Jesus is the saviour will have on a Christian's life</p> <p>Ask important questions about religion and beliefs, making links between their own and other's responses</p> <p>Describe what inspires and influences themselves and others</p> <p>Recognise where the Two commandments come from and why Jesus mentioned these.</p>	<p>Two commandments for Christianity:</p> <p>Luke 10 v 25-28 http://bible.oremus.org/?ql=275144949</p> <p>Resources to support background concept: 'God so loved the world that he gave his son Jesus to die for the sins of the world:</p> <p>Narrated mime – man's sin and Jesus' salvation http://request.org.uk/jesus/jesus-importance-today/2013/10/11/why-did-jesus-die/</p> <p>Useful Bible references:</p>

		<p>of the Good Samaritan' Luke 10 v 30-37 http://bible.oremus.org/?ql=275145182</p> <p>Ask pupils if they had to have only two school rules, which would be the most important, ie make the greatest impact on people's lives?</p> <p>Main activity:</p> <p>A Christian believer is motivated to Love God and love others because of the depth of divine love for people expressed in Jesus life and death on the cross, and the way it opens a spiritual path from despair to hope, from death to life.</p> <p>What does it mean to believe in this salvation and follow Jesus teaching and example? How does it affect the worship, values and actions of a Christian believer? Varied answers come from within the community.</p> <p>Invite a leader or representative from the local church to talk to the class about why Jesus is important to them and the difference believing in Jesus makes to their life e.g. loving their neighbour. How does the 'Parable of the good Samaritan' help them understand how to love others? Point out how radical and counter cultural Jesus was. Students to ask questions to the visitor. If possible record these visits, with pupils as camera operators.</p> <p>Plenary:</p> <p>Pupils use their discussions as a starting point to writing the Parable of the Good Samaritan in a modern context. Remind them of points made by the faith representative to show how the story could inspire people to follow Jesus example today</p>		<p>Gospel of John Chapter 3 v 16 'God so loved the world that...</p> <p>The Parable of the Good Samaritan' Luke 10 v 30-37 http://bible.oremus.org/?ql=275145182</p>
--	--	---	--	---

<p>Lesson 3</p> <p>How do Christians interpret the commandment to ‘Love God and Love your neighbour as yourself?</p> <p>How do Christian Charities love their neighbours?</p>	<p>That there are Christian organisations that are inspired by Jesus’ teaching ‘love your neighbours</p> <p>To make links between charity campaigns and Christian key teaching and beliefs</p> <p>;</p>	<p>Starter:</p> <p>How do Christian believers interpret Jesus teaching ‘Love God and your neighbour as yourself?</p> <p>Starter quiz – what’s the best way to show that you love someone? personal, local, global</p> <p>Write synonyms for aspects of love – affection, self-sacrifice, caring, kindness on index cards in a bag – pull out an example and link to questions:</p> <ul style="list-style-type: none"> • How are we as a school showing love for our neighbours in our local community? • What makes our school a happy place? • What difference can I make? <p>Main Activity:</p> <p>Information Envoy: Finding out about the work of different charities and what this shows about ‘Loving your neighbour’</p> <p>Provide each group with information about each charity. See Charities Fact sheet.</p> <p>One person from each table has to tell another table a fact, while remaining pupils make notes on the facts being shared. At the end of the session each group reports to class about information gathered for each charity.</p> <p>The idea of Loving God, and loving your neighbour, is widely explored in religion. What we believe about our neighbour and understand about what it means to love people, has an impact on how we live.</p> <p>Plenary: <i>Where is the love being shown by the charities?</i></p>	<p>Identify and explain how Christian Charities interpret the commandment to love your neighbours as yourself.</p> <p>Respond sensitively to some Christian NGO advertising campaigns, motivating people to love their neighbours as themselves.</p>	<p>Charities:</p> <p>Water Aid www.wateraid.org.uk</p> <p>Christian Aid www.christianaid.org.uk</p> <p>Tearfund www.tearfund.org.uk</p> <p>The Red Cross www.redcross.org.uk</p> <p>The Fairtrade Foundation www.fairtrade.org.uk</p> <p>The Trussell Trust Food banks http://www.trusselltrust.org/foodbank-projects</p> <p>Charity fact sheets resource:</p> <p>Information envoy can be managed as a competition between groups</p>
---	---	--	--	---

<p>Lesson 4</p> <p><i>How does giving to charity follow the example of the Good Samaritan in loving your neighbour?</i></p> <p><i>How would you show love to your neighbour following Jesus' example?</i></p>	<p>To understand how building relationships with our neighbours and examples of social action are expressions of faith and worship</p>	<p>Starter</p> <p>Making choices about how we show love</p> <p>Recap the previous lesson. Have an introductory debate: Sir Winifred Pilkington Stanley has died and left £1 million to go to the charity which best displays loving your neighbour?</p> <p><i>Which charity (see previous lesson) do you think it the money should go to?</i></p> <p>Main activity</p> <p><i>If you were organising a campaign to love your neighbour following Jesus' example of the Good Samaritan, how would you show love to your neighbour?</i> (Think back to the inspiring people in lesson 1)</p> <p><i>What strap lines would you include in your poster to inspire and motivate people to take action</i></p> <p>Ask pupils to think about the idea that Christians are inspired to love other people as part of their worship and love for God.</p> <p>How might this be expressed in the lives of individual believers and their churches links with the local community?</p> <p>Plenary</p> <p>Gather key questions to ask representative from the church community (next lesson) about what motivates them to care for others and the difference their actions make to people's lives.</p>	<p>Identify similarities and differences in the way in which Love your neighbour has been interpreted by churches and believers</p> <p>Describe what the different community initiatives show about the beliefs and values of Christians</p>	<p>Charities:</p> <p>Water Aid www.wateraid.org.uk</p> <p>Christian Aid www.christianaid.org.uk</p> <p>Tearfund www.tearfund.org.uk</p> <p>The Red Cross www.redcross.org.uk</p> <p>The Fairtrade Foundation www.fairtrade.org.uk</p> <p>The Trussell Trust Food banks http://www.trusselltrust.org/foodbank-projects</p>
--	--	---	--	---

<p>Lesson 5</p> <p>How do Christians in our local community show that Jesus is Saviour of the whole world and that everyone is a child of God, deserving of God's love?</p> <p>Why do Christians build relationships with people overseas?</p>	<p>To make links between the commandment to love your neighbour locally and globally and the teachings of Jesus</p> <p>To understand how initiatives with people overseas connect to the idea that Christians believe in God's global family</p>	<p>How do Christians in our local community show that Jesus is Saviour of the whole world and that everyone is a child of God, deserving of God's love?</p> <p>Starter:</p> <p>Do any of our school rules or values help us love our neighbour? What are they and what evidence is there for making a difference in someone's life?</p> <p>Main activity:</p> <p>'What can we do to find out how the church loves people in the wider community'?</p> <p>See images of church notice boards.</p> <p>Arrange a visit to your local church and ask the representative how they love their neighbours in the local community.</p> <p>Look at church or community noticeboards to find evidence of local community activities such as mothers and toddler groups, children's holiday clubs, post retirement activities,</p> <p>Find out ways that the church links to overseas communities. How does this show love to your neighbour?</p> <p>Invite a representative from the local church to talk about their link with their community and church overseas, and if they have made an exchange visit, what difference it makes to them.</p> <p>For example:</p> <p>Introduce pupils to a churches overseas links for example Diocese of London Angola, London,</p>	<p>Describe the ways in which different church initiatives show how Christian believers love their neighbours locally and globally</p> <p>Show, using appropriate words, my understanding of the purpose of these local and global partnerships.</p>	<p>Ask your local church for information about community initiatives: e.g. mothers and toddlers groups, Christians against poverty, A Rocha , Foodbanks</p> <p>Ask about overseas links for example Angola, London, Mozambique Association, ALMA (Diocese of London) ALMA website www.almalink.org</p>
---	--	--	--	--

		<p>Mozambique Initiative (ALMA)</p> <p>ALMA means soul in Portuguese.</p> <p>Also look at websites e.g. Christian Aid</p> <p>Plenary:</p> <p>Designing a poster/leaflet to advertise ways that the local church loves their neighbours in the local community</p>		
<p>Lesson 6</p> <p>What can we learn from our overseas neighbours?</p>	<p>To identify what we can learn from our neighbours and ways of loving our neighbours as ourselves.</p>	<p>Starter: How can we learn from our overseas neighbours?</p> <p>Invite pupils to share attitudes about RE, church. Show an example of people singing and dancing a church service. See examples of KS3 resources video of worship etc.</p> <p>What can we learn from what they are doing? For example what would happen if we did our assembly like this?</p> <p>Many churches have built relationships with churches and communities overseas, to develop friendships.</p> <p>Invite a representative of the local church involved with an overseas partnership, for example ALMA, to explain why they have built relationships with communities and churches overseas, show examples of joint project work.</p> <p>Consider what difference these links and 'friendships' have made to both communities – narrowing the distances, loving your neighbour as yourself.</p> <p>For example: ask pupils what difference they think an overseas visit to a Mozambican church and community might make to a Christian believer?</p>	<p>Describe some ways in which we can learn from our overseas neighbours</p> <p>Raise and consider questions about what can be done to love our neighbours</p> <p>Explain what difference an overseas visit or exchange could make to a believer's understanding of love your neighbour as yourself</p>	<p>www.almalink.or</p>

		<p>How would it challenge them to think about loving their neighbour differently?</p> <p>What difference would it make to them?</p> <p>Compare and contrast</p> <ul style="list-style-type: none"> • church buildings • styles of worship and prayer • community and social needs between local church and Mozambique • Consider the differences between the everyday life of children and families in UK and in Mozambique. <p>Plenary:</p> <p>What has impacted you about comparing and contrasting church and community life in UK and Mozambique?</p>		<p>See RE with Soul Visual Resources for galleries of photos on different themes:</p> <p>For example: church life: worship, prayer, celebrations,</p> <p>Water</p> <p>These can be downloaded to create resources to support enquiries that compare and contrast UK and Mozambique</p>
<p>Lesson 7</p> <p>What could we do to help our local church 'love their neighbours'?</p> <p>What can we write to show that we understand the idea of loving your neighbour?</p> <p>What could I create for my local or overseas</p>	<ul style="list-style-type: none"> • To reflect upon their own interpretations of Loving God and loving your neighbor • To identify what we can learn from the commandment to love our neighbours as 	<p>Starter: What difference do these overseas partnerships make to people involved in UK churches and schools?</p> <p>What difference do these partnerships make to our overseas neighbour?</p> <p><i>In what ways has investigating the ways that Christian believers follow the commandment to love their neighbours impacted us individually, as a class , as a school community?</i></p> <p>Write a class Acrostic poem using the letters from 'Love your neighbour' to enable pupils to process</p>	<p>Raise and consider questions about what can be done to love our neighbours on the theme of 'Water of Life'</p> <p>Ask questions about the meaning and purpose of the different interpretations of loving your neighbour</p>	<p>See webpage for ALMA link Powerpoints, which offer examples of projects that ALMA has undertaken in Mozambique and Angola, e.g. building hospitals, churches, schools, providing water pumps</p> <p>Church of England Diocesan Companions – Diocese of London ALMA (Angola,</p>

<p>neighbour(e.g. in Mozambique?)</p>	<p>ourselves</p>	<p>their thoughts and communicate their response. Pupils could work in pairs to compose a line for the class poem.</p> <p>Main activity: (Can be linked to Art and Design/DT lessons)</p> <p>Thinking locally and globally - How can we express our understanding of the importance of Loving our neighbours as ourselves ?</p> <ul style="list-style-type: none"> • Review what the pupils have learned so far and ask them to write a letter to their overseas neighbours to describe their learning journey and explain their understanding of the significance of Jesus commandment to ‘love your neighbour as yourself’ investigating Baptism in the UK and overseas. They can also explain the impact of their learning on themselves, for example how they have been challenged to think more deeply about who their neighbour is and different ways to ‘love their neighbour. • Write a prayer from the viewpoint of a believer in UK or overseas about loving our neighbour • Pupils could add their own prayers on the theme of ‘loving your neighbour’ to the class display <p>How can we show love to our local church, community or overseas neighbours in a practical way, (for example in Mozambique) on the theme</p>	<p>Apply the ideas I’ve learned about loving God and loving your neighbour as yourself.</p> <p>I can explain what I have learnt from exploring what Christians believe about following Jesus example of loving your neighbour</p> <p>I can make decisions about what can be done to make a difference to people’s lives</p>	<p>London, Mozambique Association) www.almalink.org</p> <p>See KS2 Case Studies for Water of Life, and Love your Neighbour.</p> <p>See Twyford academies case study: and exchange visit video clips and photos</p> <p>Ask the local church leader about what projects they are involved with overseas e.g. ALMA linked church and community and find out if the school can get involved or contact ALMA/ RE with Soul via website.</p> <p>See Lesson 6 Powerpoint ‘Extended reflection Values in Action’</p>
--	------------------	---	---	--

		<p>of love your neighbour?</p> <p>How can we grow the relationship?</p> <ul style="list-style-type: none"> • Local: What could we make for the local church to show love to them e.g. a banner, altar cloth on a theme of their choice? (Ask the leader of the local church) • Prayer for a person, place or situation can be described as a gift of love, e.g. asking for God's help in a situation. Find out what the local church are praying for their overseas neighbour. • Global: Give pupils a map of Africa, showing Mozambique – and invite them to write their own prayers on heart-shaped 'post-its' or paper <p>Plenary</p> <p><i>What could our class create as a gift or design as a fundraiser, for our local or overseas (Mozambican) neighbour?</i></p> <p>Project guidelines and outline of the creative process for generating artwork or designing a fundraising campaign (see document for suggestions and guidelines for approach)</p> <p>Find out through the local church about their overseas partnerships, for example ALMA. Ask what priorities they have regarding supporting the church and community overseas, for example via</p>		<p>and Extended Reflections – values in action through creative process document</p> <p>see Re with Soul Case Study 'Water of Life' documenting the creative process of developing designs as extended reflection on water of life.</p>
--	--	--	--	---

		<p>ALMA in Mozambique e.g. equipment, decoration for the church – e.g. banners on a theme, designs for windows, altar cloths, priests vestments</p> <ul style="list-style-type: none"> • Discuss with pupils ideas they might have for creating gifts for the overseas community (Mozambique) in response to priorities discussed with the local church. • Communication with your local church about the priorities of the overseas community should inform the decision making for the extended reflection and focus for the creative process. • Pupils should explain how the agreed project idea demonstrates 'Loving your neighbour' 		
<p>Lesson 8 Extended reflection – values in action creative process</p> <p>How do Christian believers communicate their faith through the arts?</p> <p>How can the arts be used as a tool to</p>	<ul style="list-style-type: none"> • To consider ways of supporting our 'neighbours' in terms of water-related issues and the water of Life theme • To communicate Christian belief and values through creative process for an 	<p>Creating a 'gift' for our local or overseas neighbours:</p> <p>Possible starting points for artwork:</p> <ul style="list-style-type: none"> • Bible stories from lesson on Jesus's teaching on the commandment to 'Love your neighbour as yourself' • The Good Samaritan based on painting in the National Gallery, London • Tree of life with 'Fruits of the Spirit' and pupils examples of loving others using these gifts - Galatians 5 <p>Creative process: Using the church space and involving parents, church members where possible</p>	<p>I can respond thoughtfully to the Christian idea of loving your neighbour as yourself</p> <p>I can use creative process to describe the beliefs of Christian believers and my own beliefs.</p> <p>I can work in a team to create artwork, or a campaign for a fundraiser to show love to my neighbour</p>	<p>Working with professional Christian artists: e.g. stained glass artist Emma Blount, www.blountstainedglass.co.uk offers demonstrations and workshops in partnership with RE with Soul as part of 'extended 'values in action' reflection.</p> <p>See Emma Blount stained glass artist clip – feedback on RE with Soul</p>

<p>communicate Christian beliefs and values?</p> <p>What have we learned about the impact of Jesus teaching ‘to love God and love your neighbour, on Christian believers?</p> <p>What difference does learning about ‘loving your neighbour’ make to me?</p>	<p>artwork for the church community overseas</p>	<ul style="list-style-type: none"> • introducing the brief e.g. for creating artwork or designing a fundraising campaign • working in groups with a group leader appointed who oversees team work throughout the creative process- (considering your neighbour in team work - see related guidelines) • researching and visualising ideas using agreed starting points • presenting initial group ideas to the class - inviting feedback on how concepts ideas/learning about baptism has been communicated • reflecting on and refining ideas in preparation for translation into chosen medium • translating ideas into agreed outcome in partnership with parents, staff, church members <p>Possible outcomes: Banners on a theme, designs for windows, altar cloths, priests vestments, resources for children, fundraising campaign</p> <p>Plenary: What did we enjoy about creating a gift for our neighbours either locally or overseas? How did it help us understand the impact of loving your neighbour as yourself, on our neighbours and ourselves?</p> <p>What could our overseas neighbour do for us?</p>	<p>I can reflect on my learning about ‘Loving your neighbour as yourself’ UK and Mozambique</p>	<p>Assessment opportunities: Lesson 6 and the applied learning in the extended creative reflection – (‘creating gifts for our neighbours’) allows for useful assessment opportunities both of theological understanding and personal reflection.</p> <p>Guidelines for maximising the educational and citizenship values from partnership work with local churches and overseas neighbours is included in the RE with Soul website.</p>
---	--	--	---	--