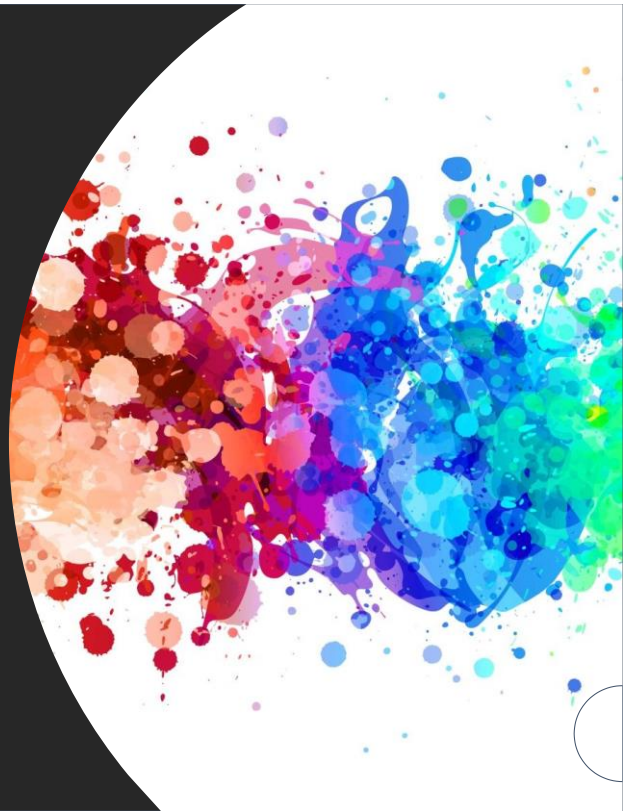


Religious Education: Yr 5-6 Understanding Scripture challenges , ideas, resources

Lat Blaylock

**Using the new RE Directory and
developing active and engaging
learning for all**



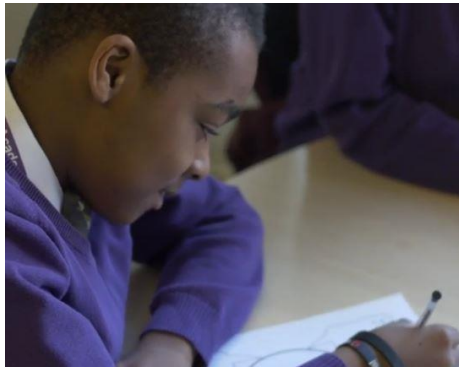
Mark 14:22 “While they were eating, Jesus took bread, and when he had given thanks, he broke it and gave it to his disciples, saying, “Take it; this is my body.”



“In this day of examples of activities, tasks and pupils work I want to showcase all the ways 9-11s can become increasingly good interpreters of the meanings, including the spiritual meanings, of Christian scripture. I think the Bible is a rich storehouse, a precious treasure chest, of wisdom, values, stories, ideas and ways to God. I think the new RED enables pupils to understand that we have here one thousand stories, and one big story.” Lat Blaylock

Learning Activity: The value of the Bible: what do people say?

To draw the learning together, you might use these quotations about the value of the Bible. Ask pupils to think about whether they agree with each one, and whether these ideas add to their thinking about why it sells so well (remind the class: for every Harry Potter book on earth, there are 46 Bibles).



My comments: what makes the Bible a bestseller?

"Take all that you can of this book upon reason, and the balance on faith, and you will live and die a happier human." Abraham Lincoln	"England has two books, the Bible and Shakespeare. England made Shakespeare, but the Bible made England." Victor Hugo	"It ain't the parts of the Bible that I can't understand that bother me, it's the parts that I do understand." Mark Twain
"The BIBLE -- banned, burned, beloved. More widely read, more frequently attacked than any other book in history. Generations of intellectuals have attempted to discredit it, dictators of every age have outlawed it and executed those who read it. Yet soldiers carry it into battle believing it more powerful than their weapons. Fragments of it smuggled into solitary prison cells have transformed ruthless killers into gentle saints" Charles Colson	"To what greater inspiration and counsel can we turn than to the imperishable truth to be found in this treasure house, the Bible?" Queen Elizabeth I	"The BIBLE has been the Magna Charta of the poor and oppressed. The human race is not in position to dispense with it" Thomas Huxley
	"The BIBLE is not merely a book; it is a Living Being, with an action, a power, which invades everything that opposes its extension, behold! It is upon this table: This Book, surpassing all others; I never omit to read it, and every day with some pleasure" Napoleon	"You Christians look after a document containing enough dynamite to blow all civilisation to pieces, turn the world upside down and bring peace to a battle-torn planet. But you treat it as though it is nothing more than a piece of literature."— Mahatma Gandhi

"You may be a Christian. You may be anti-Christian, or of another religion or none. You may be an atheist fundamentalist and think the Bible is monstrous, a book to be dismissed or derided. But whoever you are in the English-speaking world, I hope to persuade you that [the King James Version of] the Bible has driven the making of that world over the last 400 years in most unexpected ways". Melvyn Bragg, The Book of Books

Reasons why the Bible sells so well:	Reasons explained in more detail:
1. "The Bible teaches people some ways of feeling close to God"	The focus here is on the Christian belief that the Bible is a record of human relationships with God, and opens up our understanding of spiritual experience.
2. "The Bible is promoted by churches, and they are good at advertising"	A community of over 2 billion Christians and their churches do use a lot of Bibles – this is a kind of marketing explanation of the popularity of the Bible
3. "The Bible is inspired by God"	Theological or spiritual reasons for the Bible's popularity emphasise its inspired status: 'If it is the Word of God, then no wonder so many people want to own a copy.'
4. "The Bible is the main way of knowing about Jesus, who billions of people follow"	Jesus is the pivotal figure of human history, and almost everything we know about him is found in the four Gospels of Matthew, Mark, Luke and John, which are perhaps the most-read and most-loved books of the whole Bible.
5. "Everybody needs guidance in life, and the Bible is like a guide to life"	This reason for the Bible's popularity picks up on the much loved section in Gideon Bibles called 'Where to find help when...' and sees the scriptures as a source of wisdom, whatever life may throw at us.
6. "People don't actually read the Bible, but they have one around for tradition's sake."	The idea that the Bible is 'most sold but much less read' is well known, and some copies do indeed lie unread on a shelf. There is still, perhaps, some value in the tradition of having a Bible on the shelf: at least it is available to read!

Some of the world's best selling books

Book	Sales
Charles Dickens: A Tale of Two Cities	202 000 000+
J.R.R. Tolkien: The Lord of the Rings	151 000 000+
J.K. Rowling: Harry Potter and the Philosopher's Stone	113 000 000+
The Bible	???????

The Bible's sales: Dickens + Tolkien + Rowling x 10. Why?

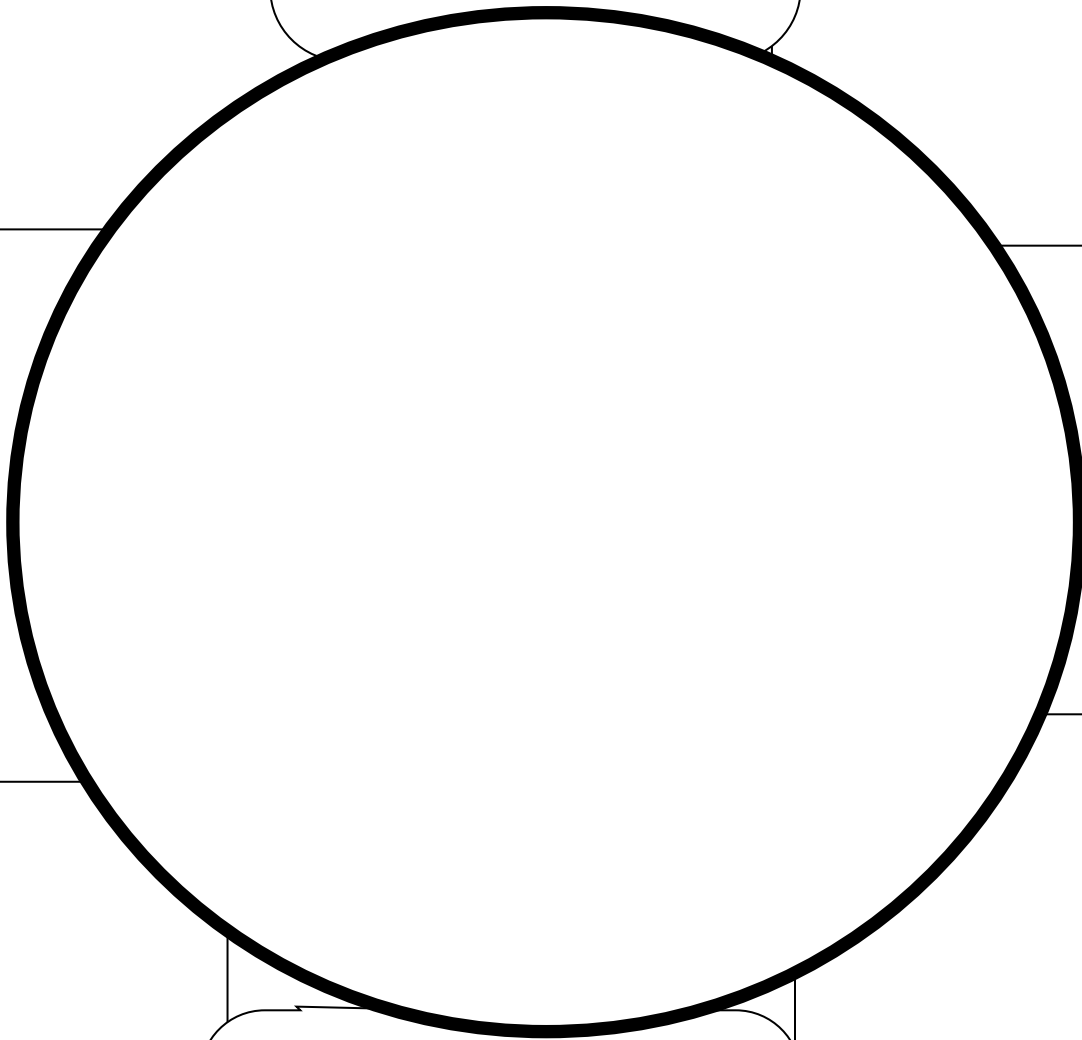
‘Responsibility Pies’: An RE Thinking Skills Strategy

What makes the Bible such a huge bestseller?

“The Bible teaches people how to feel close to God.”

“The Bible is promoted by churches and they are good at advertising it.”

“The Bible is inspired by God.”



“The Bible is the primary source for knowing about Jesus, and he has 2.2 billion followers.”

“Everybody needs guidance in life and the Bible is like a guidebook for your life.”

“Lots of Bibles are kept because of tradition, but these Bibles may not be read so much.”

30 Sentence Moses Pharaoh, the king of Egypt, forced the Israelites to build his pyramids. He made them work terribly hard.	The Task Masters of Pharaoh forced the Israelites to make bricks out of straw.	The Pharaoh told the midwives to kill baby boys who were born to Israelite women, but they would not do it.
God blessed the midwives because they would not harm the tiny children	Pharaoh told his soldiers to throw all the Israelite baby boys into the River Nile, where crocodiles lived.	Baby Moses was born in secret, and he was quiet for weeks, but when he was 12 weeks old, he was too noisy to hide.
Moses' mum made a little basket from rushes and covered it with waterproof pitch. She put the baby in the basket, and hid it on the river.	Miriam, Moses big sister, hid in the rushes to keep watch on the baby Moses in his basket.	Pharaoh's daughter, the Egyptian princess, bathed in the river every day. One day she heard a baby crying as she bathed.
The Princess sent her servant to see where the crying was coming from. She found baby Moses.	Miriam said a quick prayer, then she stepped bravely out. "Would you like me to find someone to look after the baby for your Princess?" she asked. "Well, yes, I would, thank you" said the Princess	Miriam ran home, and got her mum to look after her own baby! The princess saved Moses life, then she adopted him for her own son.
Moses grew up in Pharaoh's palace but he did not forget he was one of god's people, the Israelites. One day he saw a Task Master beating a slave. He ran to protect him!	In a fight with the Task Master, Moses killed him. He was scared, and buried the body in the ground.	When someone told Moses they had seen him kill the Egyptian, he ran away from the palace and into the desert at Midian.

Moses met a girl at Midian Well. Some shepherds were bullying her, and he stood up for her. She took him home, and her family welcomed him.	Moses lived with the family at Midian, caring for the sheep. After a time he married the girl, Zipporah. Then they had a baby as well. They called him Gershom.	One day Moses led his family flocks of sheep deep into the desert, to Mount Horeb, to graze the grass. I was a huge mountain, and people called it 'The Mountain of God.'
While the sheep were grazing, Moses suddenly noticed a dry bush, not far away. It burst into flames. The yellow and orange tongues of fire shot up into the sky.	Moses was surprised by the burning bush. He got up, and walked towards it, slowly and carefully.	An amazing thing happened: the bush was flaming powerfully, but it was not burnt up. The flames went on burning, but the bush did not get burnt up.
Then another amazing thing happened: Moses heard – or did he feel – a voice. "Take your shoes off" said the voice.	Moses was full of curiosity now, but also a bit afraid of the very strange events. He quickly took off his shoes, and stood there in front of the bush.	Then the Voice said to Moses "I am the God of your father and grandfather, God of your ancestors. I've seen what Pharaoh is doing to my people in Egypt, and I'm going to rescue them"
Now Moses was really scared! He hid his face in his hands. All the while, the Bush kept on burning and the Voice rang in his ears.	The Voice of the Almighty rang out: "I've decided to send you to Egypt to rescue my people Moses. Go and tell Pharaoh to let them free." Moses was speechless.	Then Moses said to the Voice: "I'm not good at speaking in public, and I have a stammer. The people will never believe me. Pharaoh will probably kill me. Send someone else."

But God answered all Moses' questions and fears, and sent him to Egypt, with his brother, to set the people free.

Moses walked back to Egypt, the way he had come many years earlier, thinking all the time about the burning bush, and what God had said. He felt brave.

From the Bulrush Baby Basket to the Flaming Foliage



Moses and the Passover: A mind map



"And the voice of God came from the burning bush to Moses: 'Go back to Egypt.'"

Moses did not think he could do it – he had a stammer. But God gave him strength. The slaves were, eventually, all freed.

Religious Education: Yr 5-6

Interpretation is the key skill

Hermeneutics: the science and art of interpreting life, the universe and everything.

Biblical and religious hermeneutics set 1 year olds asks questions like:

- What is going on here?
- Who and what can help us make sense of this?
- What did it mean? What does it mean today? What does it mean to me?
- Can we see hidden messages in the text?
- How does my worldview impact my understanding of this?
- What is insightful here? What is insightful for me?
- What alternative views of the meanings are there?
- Why do I think what I think, but others see it differently?
- If it's true, what kind of truth is it?



God's Spirit is like...

Fire / Dove / Wind / Water

Because...

- **God's spirit is powerful**
- **God's spirit makes peace**
- **God's spirit is invisible, but can move you**
- **God's spirit brings life**

The Bible in 800 Words

Robin Stockitt wrote this single page to sum up the whole Bible, and won a competition with his idea. I think this little work of art is more than a summary.

At the centre of creation lies a heartbeat: tick...tick...tick...tick. At times the heartbeat quickens, during moments of high anticipation, but then it returns to its steady rhythm, without pause, without hesitation, day after day, year after year, unending. It's the pulsing life blood of love! It flows from God's heart of God towards all that he has made. One day this God will visit our Earth in person. God will join in our life. He will laugh and cry, encourage and admonish, educate and confuse, suffer and die. He'll rise again to the surprise, delight and dismay of the people with whom he lived. But this is to rush ahead to the end of the story.

The heart of the Bible is a struggle. It's the story of a great drama: humanity tries to keep in step with the heartbeat of love. Occasionally God and his people walk in harmony, shoulder to shoulder in sweet communion in the cool of the day. It was like this at the beginning for Adam and Eve, given paradise to enjoy and guard. And there were holy moments of great intimacy too for Abram, Sarah, Moses, Miriam, Elijah, David, Isaiah, Mary, John and Peter. These ordinary humans felt the pull and tug of the heart beat of love upon their souls and responded to it. But the struggle to hear and follow God's voice was often lost by those very same people who, last week, had followed God so carefully, so well.

At times the struggle was lost by a whole nation, God's chosen nation, rescued from slavery, Israel, kept forgetting! Despite the pleas and warnings of the prophets, God's spokespeople, who bravely stood up in his name. "These people, whom I love to bless", announced God one day, "will spread the blessing to the whole world. They are blessed, not because they are more loved, but simply so that others might, through them, see the light and enjoy me too". God took these people, a rag-tag collection of unknown tribes, and through an extraordinary tale of enslavement in Egypt, rescue and deliverance across a harsh and forbidding desert, shaped them into a people that belonged to him. Alas, all too often, the blessing was kept to themselves and then it began to decay. The prophets came to call them out of their stupor and stubborn rebelliousness. 'Trust' called out Jeremiah in the heat of political turmoil. To no avail. 'Be merciful' declared Micah when the temptation was to be harsh and unyielding. But no-one heard.

The pattern continued year after year, king after king, prophet after prophet until one day all God's chosen people were taken away to a distant land - the land of Babylon - where they remained for 70 years, in order that they might learn that mercy is better than sacrifice and love, for God and neighbour, is more important than anything else in the whole world. Those who heard love's heart beat and remembered where it came from wrote down their struggles and heartaches, as well as their joys and times of jubilant thanksgiving. Their prayers and poems were collected together: 150 amazing Psalms, the bible's own songbook of sadness and joy.

At last God's time drew near. Time for God to come and live with his own people. He called himself Emmanuel, God with us or Jesus, God the Saviour made flesh. He chose to come in disguise, as an infant in an unknown village to a simple peasant girl. He came to those who had lost their way, who had become deaf to the pulsing beat of love, who were blind to the yearning of God for them.

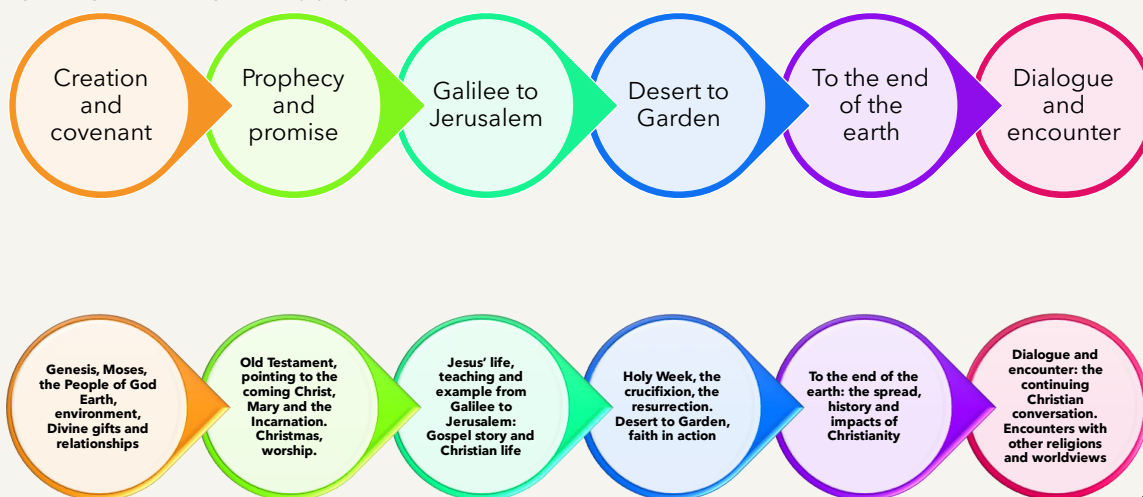
This Jesus, God's own Son, entered the darkness to find them. He even entered dark death for them. So that they might know, that in God's great drama, forgiveness, reconciliation, and a new beginning were free gifts for all. When Jesus rose again after three days, everything became new. God's people were no longer those who simply named themselves, 'Israel'. Jesus flung the doors of the kingdom of heaven open wide for all to enter. The community that gladly walked through those doors of welcome, called themselves 'followers of the way', 'ekklesia' or 'the church' made up entirely of people, not at all of bricks or stones.

The remainder of the Bible charts the work of remembering and becoming Jesus' body and blood. People understand the new things God is doing: how Jesus and the Spirit of God make all things new. How the carpenter from Nazareth who was crucified showed God's love most truly to us all. How the heartbeat of love that created the Earth never stops. This is an unfinished story... Tick... tick... tick... tick



Large frieze – with interpretive booklet £52 from RE Today

Six branches of understanding in the growing RE learning of every pupil



Age 11 learning outcomes:

The learning outcomes below are summative and demonstrate what pupils should have covered in religious education.

Understand

1. Show understanding of the literary forms found in the text's studied, including the use of metaphor, symbolic language, and poetry, and identify authorial intention. Recognise that the scripture's meaning goes beyond the literal.
2. Simply explain the Church's teaching on Creation, science, and stewardship and recognise that many scientists are Christians and they do not see any conflict between their faith and science.
3. Show understanding of the Christian belief of the first sin in the context of the Sacrament of Baptism.
4. Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, relationships with others and relationships with the created world, making relevant links with the sources studied.
5. Show some understanding of the Christian belief that in Jesus a new covenant is made and through him the relationship with God can be restored making links with sources studied.
6. Show an understanding of an Old Testament scripture passage that shows the importance of women in salvation history, recognising authorial intention and historical context.
7. Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises and the Mother of God making relevant links to sources studied.
8. Know the seven sacraments of the Catholic faith and explain the purpose of each sacrament in the life of the Catholic Church, explaining the role of the deacon, priest, or bishop in administering the sacraments and why they are a part of sacramental celebrations.
9. Describe some ways a parish community celebrates the sacraments, noticing which are celebrated occasionally, and which are celebrated frequently, giving reasons.
10. Show knowledge and understanding of how texts reveal deeper meanings about Jesus as Messiah and describe the beliefs revealed, e.g., the Magnificat, or Jesus washes his disciples' feet.
11. Explain the Christian belief that Jesus shows his love for all people by his actions on Holy Thursday and Good Friday.
12. Make links between the Christian belief in the Crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross.
13. Explain the Christian belief about the Resurrection of Christ and the revelation of the Father, Son, and Spirit.
14. Describe and explain, with examples, the different ways in which Christians bear witness to their beliefs making links with the life of a saint or Catholic charity.
15. Explain in an age-appropriate way the meaning of 'the common good' and the principles of Catholic Social Teaching and describe some ways Christians work together with people of different worldviews to promote the common good.
16. Explain the term 'worldviews' and its meaning, giving simple examples.
17. Make links and connections between the five pillars of Islam and Muslim life in Britain.

The 17 learning outcomes from the RECD (p184-5) for Year 6.

These are content related, skills focussed, and include dimensions for personal growth in faith and understanding

If 10% of curriculum time is given for RE, these feel achievable to me for most pupils.

Eight sentences for a happy world: the Beatitudes of Jesus

Background knowledge for teachers Many religions encourage the pursuit of justice, peace, pure heartedness and mercy. In Christian scripture Jesus begins his life as a Rabbi with the ‘Sermon on the Mount’. At the very beginning of his work, he teaches his followers ‘Eight Sentences to Change the World’. These sentences proclaim eight blessings on people who seek to live their lives in particular ways. It is fair to say that they are widely recognised as a piece of spiritual genius. The Beatitudes are not simple, and in this chapter of the book we have not plumbed their depths. See the work as a simple introduction to some ‘deep stuff.’ This work uses some simple versions of the Beatitudes, and sets four learning activities to build understanding and application: children will use their growing knowledge to communicate ideas through considering what makes us happy, through cartoons, through an example of a Christian charitable project in Ethiopia of the ways Christians co-operate globally and locally and through applying the Beatitudes for themselves. These approaches intend to build up understanding and insight by revisiting some profound key concepts in different ways.	Assessment for learning Pupils who can say ‘yes’ to these kinds of outcome statements will be working towards, at, or beyond the expected levels for 11 year olds. Working towards the expected outcomes for 11 year olds: - Describe simply what Jesus taught his followers in the Beatitudes; - Make links between ‘ancient wisdom’ and modern life, talking thoughtfully about what makes us happy; - Give a simple reaction to one or more of Jesus’ sayings, asking their own good questions about what makes us happy. Working at the expected outcomes for 11 year olds: - Use words like ‘blessing’. ‘beatitudes’, justice and mercy to show they understand some meanings of Jesus’ teaching - Show their understanding of Jesus’ ideas about blessings and happiness, in a cartoon, discussion or piece of writing - Apply ideas from the Beatitudes to a story of Christian action in the contemporary world (from SUNARMA in Ethiopia). Working beyond the expected outcomes for 11 year olds: - Explain what some of the Beatitudes mean, giving examples - Explain why these ‘8 Sentences’ are important for Christian people, giving reasons for their own ideas - Express their own ideas and views about ‘the way to happiness’ in the light of the learning from religion they have been doing.
Core knowledge for pupils RE expects some rigorous outcomes from this kind of work. Pupils will learn to use some key words such as Blessed, Bible, Gospel, Beatitudes, justice, mercy. Applying these concepts for themselves, they may be able to explain how and why Christians try to put the teaching of Jesus into action. RE always encourages thoughtful and imaginative engagement with faith. Here, pupils will learn to: - Respond thoughtfully to a range of sources of wisdom and the beliefs and teachings that arise from them in Christianity; - Explore and describe some Christian beliefs and sources of wisdom so that they can understand how and why Christians try to follow Jesus.	Curriculum links English: This work connects to literacy and the English curriculum, providing ideas for reasoned speaking, listening and debating. Geography: studying the story of CAFOD meets learning objectives for geography, enabling pupils to describe and understand key aspects of human geography, including the distribution of natural resources. PSHE and Wellbeing: pupils will consider happiness and the ways in which people seek happiness. Thinking skills: activities like ‘32 Sentence Knockout’ enable pupils to rank, sort and analyse different ideas. Web support There is a PowerPoint sequence and a PDF of the 32 Sentence Knockout to use with this article available to REToday and NATRE members on our website.

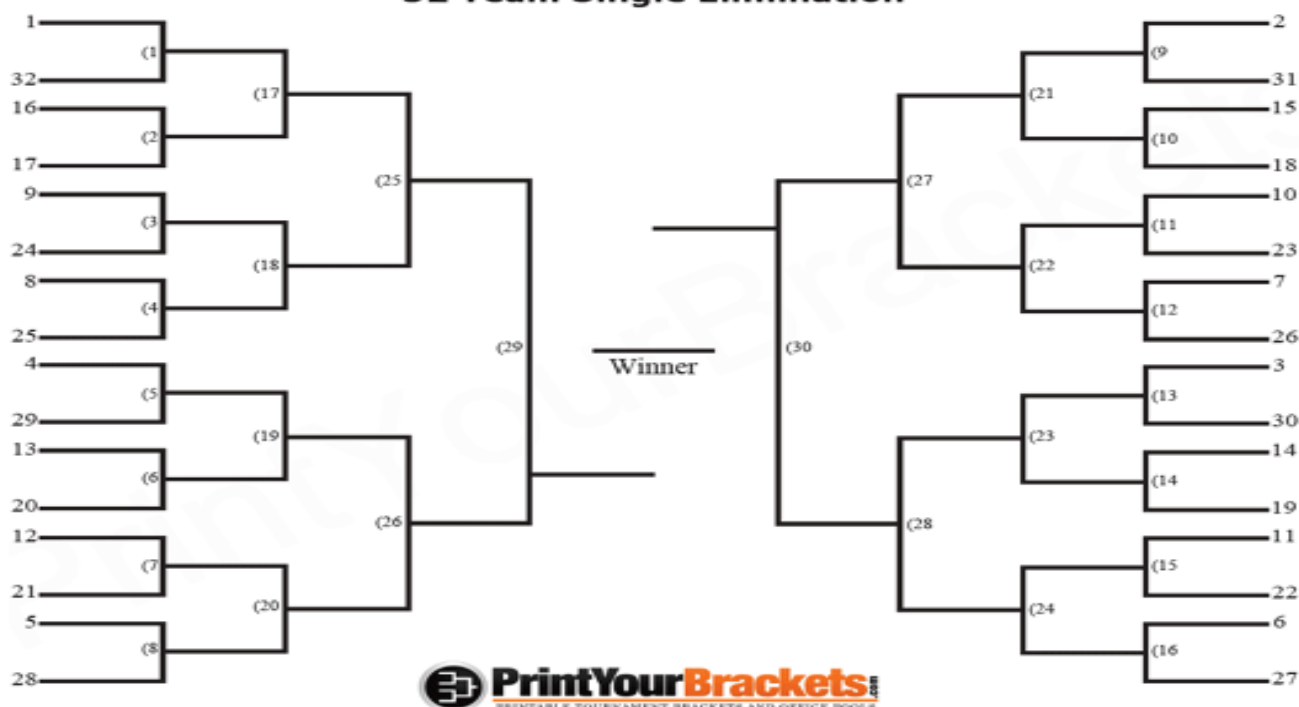
Activities to explore happiness and the teaching of Jesus

1. 32 Sentence Knockout This thinking skills idea uses dialogue to help a class refine their ideas by making agreed choices. They work on a 'sentence knockout', deciding which sentence wins as a description of what makes you happy. The 'knockout' activity, works like a sports draw: each of the sentences is 'drawn against' one other, and pupils decide by discussion which one is most likely to make us happy. That one goes through to the next round. By the time you get to the quarter finals, semis and final, the sentences left will probably include some which make major contributions to happiness. There are a set of 32 on page 27 (and in a PDF for RE Today members on the website). A great way to run the activity is to put the sentences in two sections of 16 at each end of a wall (see the diagram on the next page), and have the pupils discuss in half class groups which one 'wins' each heat. They can vote after several people have said what they think. Then there will be a 'final' between the two half classes. Another way to do this is to lay the sentences out on the floor in the middle of a 'circle time' discussion.	2. Making sense of Jesus' '8 sentences to change the world' Remind the class of their '32 Sentence Knockout'. What did they think makes people happy, most of all? Ask pupils to take some cards and felt tipped pens and write onto them the phrase 'You are happy if...' Complete the sentences in original, detailed and deep ways, and share the results. Pupils can do two or three each if they like, but 'deep' matters more than 'quick' here. Ask pupils if they would like to see Jesus' answer to this activity. Tell them it is hard to understand in some ways, so we have a 'main version' and a simple version. Give groups of 3 or 4 the Bible text of Matthew 5:1-10 in the centre of a sheet of paper and ask the groups to annotate it around the edges with questions about the meaning and ideas of what Jesus said. Then swap papers. Ask the new groups to read the simplified version, and see if they can suggest answers to the questions the first group have raised. In whole class discussion, consider any parts of the text where the meaning is not clear together.
3. Happiness Cartoons Give pairs of pupils a copy of the 32 sentences, and show the pictures in colour on the whiteboard if you can (presentation at www.retoday.org.uk for members). Ask pupils to take one of Jesus' eight sayings and make a cartoon or a drawing as good as these three to show what it means. They should use talking partners to consider three good things about each cartoon, and agree which one they like best. Then ask pupils to work on their own, choosing one of Jesus' eight beatitudes, to make a cartoon or drawing that shows its true meaning.	4. The Beatitudes: who put them into practice? Which ones do I want to live out? Pupils learning about Jesus' '8 sentences for happiness' needs to enable them to apply ideas for themselves. In the next lesson, consider whether the 8 sentences are in action in: • CAFOD • The life of St Bernadette • Your parish • Your school • You own life Arrange a classroom display of the work. Invite a Christian person, perhaps a minister or priest from your local church, to come and see the work, and ask them for comments about the meaning of the 8 sayings.

32 Sentence Knockout: You are happy if...

You are happy if you are loved	You are happy if you have a friend	You are happy if school is over	You are happy if you have no worries
You are happy if there is peace in your country	You are happy if your family is together	You are happy if there is chocolate in your hand	You are happy if you have plenty of money
You are happy if you are helping someone else	You are happy if you have love in your life	You are happy if you are safe	You are happy if nothing scares you
You are happy if you get the joke	You are happy if you can forget tomorrow and yesterday	You are happy if you feel God near you	You are happy if you don't expect much
You are happy if the sun shines on you	You are happy if you don't let the rain get to you	You are happy if you are together with your mates	You are happy if you are together with your family
You are happy if you feel thankful, and say it!	You are happy if your pet loves you	You are happy if you make peace in your life	You are happy if you have a new games console and phone
You are happy if you know your mum loves you	You are happy if you are dancing to your favourite song	You are happy if you forget your troubles	You are happy if you take time to notice the beauty of the earth
You are happy if your pray	You are happy if you win	You are happy if you are loved by God	You are happy if you can be alone, but never lonely

32 Team Single Elimination



Jesus' way to happiness: the Bible text from Matthew 5 and a simplified version

Jesus' eight sentences for a happier life:	A simplified version
Blessed are the poor in spirit, for theirs is the kingdom of heaven.	You are happy if you rely on God, not yourself
Blessed are those who mourn, for they will be comforted.	God's kingdom belongs to you
Blessed are the meek, for they will inherit the earth.	You are happy if you wish things were better
Blessed are those who hunger and thirst for righteousness, for they will be filled.	You will be comforted.
Blessed are the merciful, for they will be shown mercy.	You are happy if you think you are low down
Blessed are the pure in heart, for they will see God.	God will give you all the Earth
Blessed are the peacemakers, for they will be called children of God.	You are happy if you long for justice.
Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven.	One day you will be satisfied
	You are happy if you are full of mercy
	Others will then show mercy to you
	You are happy if your heart is pure
	You will see God
	You are happy if you make peace
	You will be known as a child of God
	You are happy if you are picked on for doing good
	God's kingdom belongs to you.

Calm	1	2	3	4	5	6	Energetic
Simple	1	2	3	4	5	6	Complex
Ancient	1	2	3	4	5	6	Modern
Detailed	1	2	3	4	5	6	Sketchy
Easy	1	2	3	4	5	6	Difficult
Accurate to the Bible	1	2	3	4	5	6	Far from the Bible story
Clear	1	2	3	4	5	6	Mysterious
Not very moving	1	2	3	4	5	6	Spiritually powerful
Imaginative	1	2	3	4	5	6	Literal
Peaceful	1	2	3	4	5	6	Disturbing
Rational	1	2	3	4	5	6	Emotional
???	1	2	3	4	5	6	???

Judgement tasks are a powerful part of moving learners beyond information.

Use the 12 alternatives to respond with our judgements to the picture you have.

Note that the time spent on this enables visual learning to be focused:

Look + Think = Learn

Pupils become interpreters by practicing the skills of interpretation in increasingly demanding ways. This one takes them far.

So what if the Resurrection narrative happened in Yorkshire? Jesus: Risen in Leeds. Si Smith, BKP

“After the Sabbath, at dawn on the first day of the week, Mary Magdalene and the other Mary went to look at the tomb.

There was a violent earthquake, for an angel of the Lord came down from heaven and, going to the tomb, rolled back the stone and sat on it. His appearance was like lightning and his clothes were white as snow. The guards were so afraid of him that they shook and became like dead men.

The angel said to the women, “Do not be afraid, for I know that you are looking for Jesus, who was crucified. He is not here; he has risen, just as he said. Come and see the place where he lay. Then go quickly and tell his disciples: ‘He has risen from the dead and is going ahead of you into Galilee. There you will see him.’ Now I have told you.”

So the women hurried away from the tomb, afraid yet filled with joy, and ran to tell his disciples. Suddenly Jesus met them. “Greetings,” he said. They came to him, clasped his feet and worshiped him. Then Jesus said to them, “Do not be afraid. Go and tell my brothers to go to Galilee; there they will see me.”

While the women were on their way, some of the guards went into the city and reported to the chief priests everything that had happened. When the chief priests had met with the elders and devised a plan, they gave the soldiers a large sum of money, telling them, “You are to say, ‘His disciples came during the night and stole him away while we were asleep.’”

Interpret	Our title for this story would be...	Here are three big themes:
Questions the text raises:	Saint Luke chapter 15 – Jesus is speaking, answering a question about why he welcomes bad people. 11 Jesus continued: “There was a man who had two sons. 12 The younger one said to his father, ‘Father, give me my share of the estate.’ So he divided his property between them. 13 “Not long after that, the younger son got together all he had, set off for a distant country and there squandered his wealth in wild living. 14 After he had spent everything, there was a severe famine in that whole country, and he began to be in need. 15 So he went and hired himself out to a citizen of that country, who sent him to his fields to feed pigs. 16 He longed to fill his stomach with the pods that the pigs were eating, but no one gave him anything. 17 “When he came to his senses, he said, ‘How many of my father’s hired servants have food to spare, and here I am starving to death! 18 I will set out and go back to my father and say to him: Father, I have sinned against heaven and against you. 19 I am no longer worthy to be called your son; make me like one of your hired servants.’ 20 So he got up and went to his father. “But while he was still a long way off, his father saw him and was filled with compassion for him; he ran to his son, threw his arms around him and kissed him. 21 “The son said to him, ‘Father, I have sinned against heaven and against you. I am no longer worthy to be called your son.’ 22 “But the father said to his servants, ‘Quick! Bring the best robe and put it on him. Put a ring on his finger and sandals on his feet. 23 Bring the fattened calf and kill it. Let’s have a feast and celebrate. 24 For this son of mine was dead and is alive again; he was lost and is found.’ So they began to celebrate. 25 “Meanwhile, the older son was in the field. When he came near the house, he heard music and dancing. 26 So he called one of the servants and asked him what was going on. 27 ‘Your brother has come,’ he replied, ‘and your father has killed the fattened calf because he has him back safe and sound.’ 28 “The older brother became angry and refused to go in. So his father went out and pleaded with him. 29 But he answered his father, ‘Look! All these years I’ve been slaving for you and never disobeyed your orders. Yet you never gave me even a young goat so I could celebrate with my friends. 30 But when this son of yours who has squandered your property with prostitutes comes home, you kill the fattened calf for him!’ 31 ““My son,” the father said, ‘you are always with me, and everything I have is yours. 32 But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.’”	
From the POV of the dad, the older brother, the younger brother, what’s going on?	What if God is like the dad in the story?	What do you think are the hidden messages of the story?

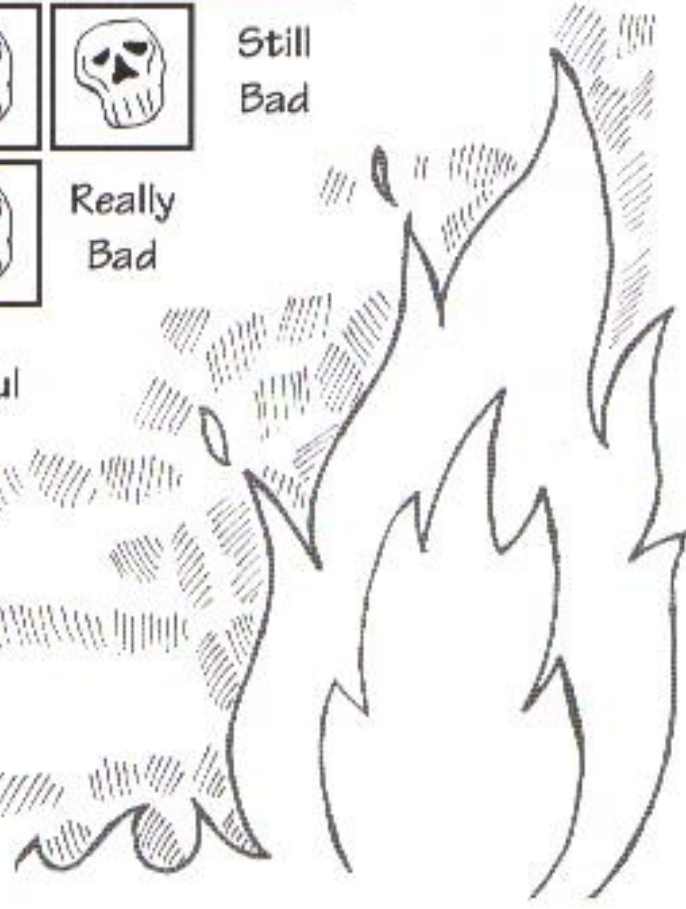
Waste	Murder	Violence	Fighting	Swearing	Animal testing
Pollution	Ignorance	Sexism	Drink driving	Divorce	War
Pain	Satan, the devil	Snobbery	Hitler killing people	Disobeying parents	Prejudice
Hatred	Fear	Breaking the rules	Racism	Death	Not sharing
Being big headed	Torture	Lack of love	Stupidity	To worship false gods	Cheating
Lying	Bad social media	Money & love for money	Bullying	Bad breath	Children starving
Big brothers and sisters	Human trafficking / slavery	Apathy ('I'm not bothered')	Disease	Throw-away Plastic	Selfishness
Greed	Bombs	Terrorism	Ugliness	??	??

The Worst Things in the World

A game about evil

Not Such a Bad Thing

								Pretty Lousy
								Bad Enough
								Still Bad
								Really Bad
								Awful
								Dreadfully Evil
								Hideously & Appallingly Evil
								The Most Evil of All



Evil Game / Younger pupils' version / © Lat Blaylock and REToday 2022

An account of evil: illustrative of a worldview

The game: a philosophical tool for analysis (but theologically, what wd a Christian, Muslim, Jewish person say?)

"I am Sam, and I'm an atheist. I think the six worst evils in the world are selfishness, torture, nuclear bombs, war, starvation and genocide. These are the evils that people do to each other, and one is the reason why they do these things: selfishness. I think actions are the most evil thing, but they come from bad motives. I also think that 'bad religion' causes a lot of wars and is sometimes connected to torture as well, like with the Inquisition, who tortured people because of their beliefs. I don't believe that there is any such person as Satan or any such thing as demon possession. These are all examples of bad religion: people blame the devil for their bad actions, but they ought to take responsibility for themselves."

A writing frame: The six worst things in the world, according to me, with reasons and examples.

Dreadful	Dreadful	Dreadful
Hideous and appalling	Hideous and appalling	
The Worst		

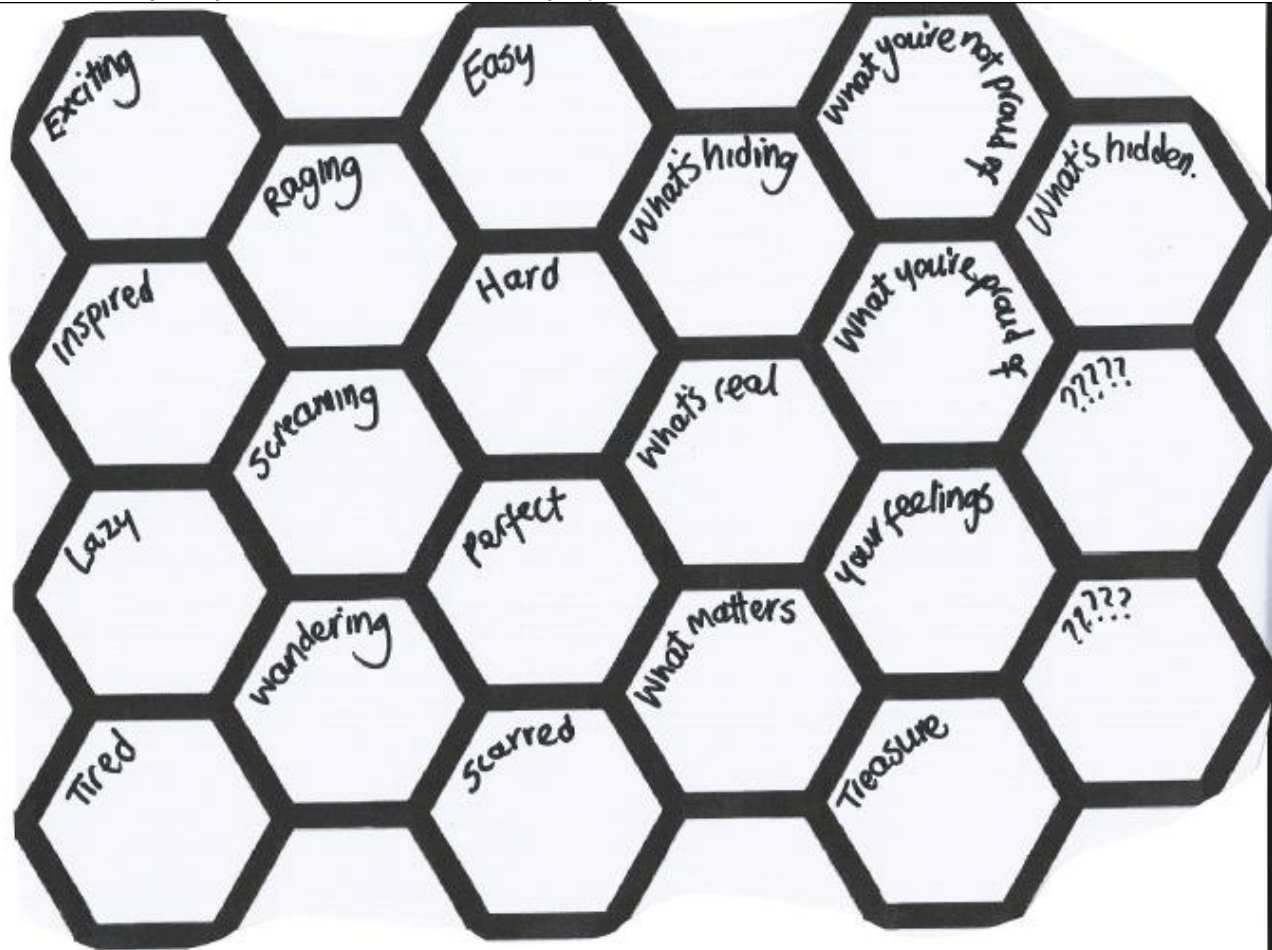
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Psalm Song Title: Bring it All To Me Anything excited, anything inspired bring it all, bring it all to me Everything that's lazy, everything that's tired bring it all, bring it all to me Anything that rages, anything that screams bring it all, bring it all to me Everything that wonders, everything that dreams bring it all, bring it all to me <i>You can bring me anything you can bring me everything just bring it all, bring it all to me</i> Anything that's easy, anything that's hard bring it all bring it all to me Everything that's perfect, everything that's scarred Bring it all, bring it all to me Anything you're proud of, anything you're not bring it all, bring it all to me Everything you're hiding, everything you've got Bring it all, bring it all to me I know how you feel because I know you I know how you feel, because I made you Anything that matters, anything that's real bring it all bring it all to me Everything you treasure, everything you feel bring it all bring it all to me	About the song: 'Here my cry O God. Listen to my prayer.' Psalm. 61:1 'Bring it all to me' is from the perspective of God asking us to bring all our feelings, "comfortable" and "uncomfortable" to Him because as the lyrics go in the middle of the song, "I know how you feel because I know you, I know how you feel because I made you". It is important to let the children know this before playing the song. This reflects the Christian understanding that God knows each individual intimately as our creator, and cares for each one. The mood of the song is calm and reflective: it is about what really matters and what we treasure, our deep troubles and our deep delights.
Singing the song together - This song can be picked up and sung very easily as it has a simple melody and lyrics - You can either sing all the words in the verse or respond to the main vocal with, "bring it all, bring it all to me" - Alternatively, you can divide the class or group of children into 2 and one side sings the first and third line with other half responding with 2nd and 4th lines.	Connections to RE and RME Curriculum Wherever children learn about the Christian understandings of God, through units of work on worship for example, this song is a good starting point. Pupils can deduce from it what the singer believes, and link it up to stores from the bible and Christian beliefs. They build up knowledge and understanding of religious belief and ideas, responding with reasons and ideas of their own. Songs to use with this one: Ideas and suggestions Two more upbeat songs to use alongside this one: - In 'Down to Earth' Stephen sings about the way Christians believe God is with us: down to earth, close and local. The two songs go well together. - In 'We all need encouragement', on the CD 'Build Up' (Stephen explores) some other ways are explored to resolve a wide range of experiences: encouragement, which anyone can give, goes alongside the acceptance in 'Bring it all to me.'
Connections to the Christian community and to Christian scripture: Christians believe and teach that God, the Holy Spirit, is at work in the world for good through human hearts and minds. So prayer changes the individual and community through the Spirit. In this song, and in many Psalms, prayer is not so much about asking God 'to do things'. Instead it is about seeking peace – not a 'shopping list' more like sitting together with a friend. The Psalms can sound shocking: humans express anger to God, shame, wickedness in thought or deed. This song is based upon a belief that God is 'big enough' to be with humans in all their needs. Bring it all to me. Pedagogy and learning methods: Investigation: Check that pupils understand each of the words in the song. Some words worth exploring include: what is inspired, what rages, what is scarred or what is treasure. Reflection: the activity below using the tessellating hexagons for reflection on experience is designed to enable pupils to link up some of their own emotions and experiences with this song.	

Activities and learning suggestions

Activity 1: Tessalating Hexagons: all our experiences

This opening activity is to use before pupils hear the song or read relevant verses from the Psalms. It is designed to help children identify some key experiences and make symbols for them. This can open up conversation and dialogue between pupils in the classroom at an emotional level, but in a non-threatening way. It leads on to work that develops explorations of beliefs about prayer and beliefs about God.



Copy the tessellated hexagon pattern onto A3 paper for pupils, or give them lots of individual hexagons to use. Different colours are good. Tell pupils that in these RE / RME lessons we will be learning about different beliefs about God and about praying. Ask them to fill in as many hexagons as they can, as they would like with a logo, a symbol of the word in the box. Ask them to do this thoughtfully with a talking partner.

When the class have done enough of these - maybe 20 minutes is enough time for each pair to make images of 10 to 15 of them - then arrange larger groups of perhaps 6 to share what they have done. Ask: which of your experiences would you like to tell the group a bit more about?

Teach the class that in the ancient Jewish and Christian scriptures there is a book called 'Psalms', where people write poetry or song lyrics to God, and we are going to learn about how the ancient Jewish people, and believers today, speak to God about everything. Teach them that a Psalm is actually a song, so these words are meant to be sung to music.

Play and sing the song with the class, and discuss what it means: who thinks it is true that you can bring anything to God? How would somebody who believed in God bring their different experiences to God?

Activities and learning suggestions: Activity 2

Below are some quotations from Christian and Jewish young people. They say what they think about praying to God. Read them out loud to each other, round your group and say what you like and what you don't like about each one.

Discuss: People who pray often say it helps them to trust God with all their secrets. Why do you think this is helpful? If you have a very good friend, could you 'bring it all' to them? What is easier, to trust in God or to trust in your best friend?

'Dear God, I would like to ask you some questions here they are. What is it like in heaven? Will I go there? What is it like in hell? Can you warn me if there is danger?'
(Christian, age 11)

'Prayers make me feel safe because I know that God heard my prayer and soon my trouble will end. I also feel that I am close to God.'
(Jewish, age 12)

'I do not pray so I don't know how they make me feel because I don't, but some people love to pray because they can tell God good things and bad things in the day and what they have done. Some people say praying gives them someone to talk to because sometimes they can't tell people things.'
(Jewish, age 13)

'I think prayers help you because if you are mad it calms you down because you are washing all your feelings out of your body and saying them to God.'
(Christian, age 10)

'I think praying is a great way to let out all your fears. It makes you feel better that God knows and he forgives you for all your sins.'
(Christian, age 11)

'Prayer is quite important to me as it makes me feel more relaxed. It makes me feel that I have somebody to trust!'
(Christian, age 12)

You can find thousands of quotations from children about religion and spirituality at:
www.natre.org.uk/db
The database is easy for pupils to search.



Activity 3: Holding on to the cross.

This cross, about 10-12cm tall, is unusual because the arms are not symmetrical. It is called a 'holding cross' because it fits into your hand – you can grip it tight.

See if you can borrow one, and pass it round the class. Who would like this cross, and how is it linked or connected to the song?

Lesley bought one for her dad, who had suffered a stroke. He could no longer speak, but in the last days of his life, he held on tight to the cross. She said 'I found it very comforting that my dad could 'hold on' to his faith, even at the very end of his life.' When he breathed his last, he was still holding on to the cross.

It's a sad story in a way, but it links up to the song: what links do you see? Can you explain the links? What did the holding cross mean to Lesley?

Example of Pupil's Work from this Song.

GOD-POD

Amandeep and Aiden, age 12, designed and made the 'GOD-POD'. They say:

"On the world's playlist we have pain, death, loneliness and misery. Does God hear what we are going through in his headphones?"

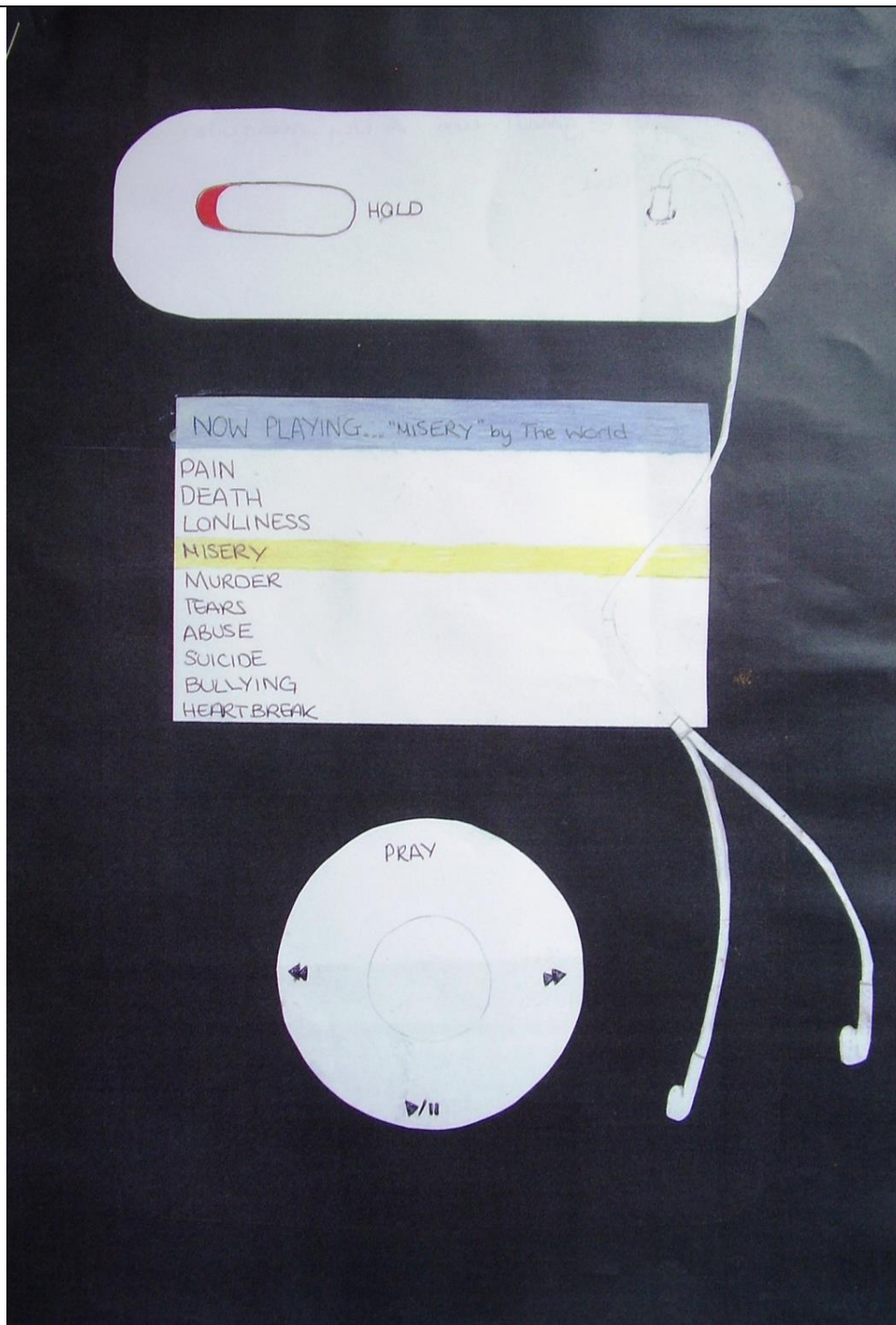
Instead of 'play' it says 'pray'. Does God hear our misery and our prayers? If God hears it all, then will we get some help?

Put your I POD on 'magic shuffle'. Can you hear God's music even in tears or heartbreak?"

For discussion:

The song, and the Psalms, say you can 'bring it all to God.' What do you think?

'A problem shared is a problem halved.' How and why do you think it helps to share our deeper experiences and thoughts with a very good friend, and family member or with God?



An RE and Design Activity: Communication Devices and the Big Beyond

Instead of copying the I-POD idea, why not design another communication device, and write into it some communications between Angels and us or between God and humanity. Mobile phone? Tablet? Email? Old fashioned postcard to God? The Angel's Facebook pages? The Angels twitter feed? Have fun, but think deeply too. If God sent a message to you today, or to Britain, or the world, what would it say?