Key Question L2.2: Why is the Bible important for Christians today?

This investigation enables pupils to learn in depth from different religious and spiritual ways of life about Christian scriptures – the Bible – exploring questions about what the Bible says and how it is used and valued in Christian communities today.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Step 1: Select a key question	**L2.2 Why is the Bible important for Christians today?** **Year group:** Recommended Year 3 **Strand**: Believing **Questions in this thread:** F1 Which stories are special and why? 1.4 What can we learn from sacred books? 3.2 Does living biblically mean obeying the whole Bible? **Religions and worldviews** Christians (other examples of sacred writing could be selected by the school) Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.
Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.55 • Select learning outcomes appropriate for the age and ability of your pupils. • Being clear about these outcomes will help you to decide what and how to teach.

Emerging	Expected	Exceeding
• **Recall and name some Bible stories that inspire Christians (A2).** • **Identify at least two ways Christians use the Bible in everyday life (B1).**	• **Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).** • **Give examples of how and suggest reasons why Christians use the Bible today (B1).** • **Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).**	• **Explain how the Bible uses different kinds of stories to tell a big story (A2).** • **Suggest why Christians believe that God needs to rescue/save human beings (B2).**

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will** • Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too). • Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. • Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. • Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them. • Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. • Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?

NOTE: This unit of work offers around 10 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above, choosing a learning journey that will make sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, recalling stories already encountered and applying them to the focus in responding to the key question.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
I can… You can… Can you…?	I can… You can… Can you…?	I can… You can… Can you…?
• **Recall and name some Bible stories that inspire Christians** • **Give simple reasons for their own ideas about the story in Genesis 1 and about the beauty of the earth.** • **Consider questions such as when and why we need forgiveness and why it is hard to forgive others when we are wronged.** • **Give simple reasons for ideas of their own about temptation.** • **Identify at least two ways Christians use the Bible in everyday life** • **Suggest sources of wisdom and guidance in peoples' lives** • **Give simple reasons for their own views and ideas about what words are wise.**	• **Describe what Christians and/or people from other religions believe makes their book sacred or holy.** • **Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.'** • **Describe some things that Christians find helpful about reading their Bible?** • **Look for similarities and differences between their own ideas about God and some Christian ideas** • **Find out more about the ways Christians think of God and see the world** • **Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation.** • **Describe Jesus' teaching about forgiveness.**	• **Suggest reasons why the bible is a best seller** • **Describe the 'big story' of the Bible simply.** • **Explain why some people find the bible can help them to live a better life.** • **Explain the Christian belief that God loves to forgive people who are truly sorry. Link this to the big story of the bible and salvation** • **Look for similarities and differences between different parables and different versions of the Prodigal Son.**

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
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LESSON OBJECTIVES	Teaching and learning ideas and activities Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible?		
Pupils will learn to: Describe examples of things that matter in relation to holy writings Find out more about holy writings in Christianity by asking good questions Think of reasons why some people value the ancient wisdom of the Bible Give simple reasons for their own views and ideas about what words are wise.	**How do people decide what matters most and what is the best way to live?** • Talk about sources of guidance and wisdom in pupils' own and others' lives: who or what helps them to decide how to live? • In a talking circle (or in smaller groups if you prefer), ask pupils: what matters most? Have these ten words on A4 cards on the floor: care, safety, life, family, God, love, cleverness, trying hard, friends, yourself. Ask a pupil: which matters least? Number ten. Work up to number one by asking one pupil each time, then ask other pupils to swap two of the cards. • Tell the pupils that books like the Bible (for Christians) are used to make sense of life and to help people with what matters most. The Bible teaches the Christians about God, safety, love, life, family and so on. Come back to this later in the unit of work. **Writing a class book of wise words** • Provide for the pupils to show what they are learning throughout this unit by setting the challenge to the class to create pages for their own 'holy book'. Explain that this will be very small scale compared to the words of Gurus, Prophets or Apostles from the sacred texts in the religions, but still it could be inspiring. It will not be finished until the end of the unit of work, but starting thinking now matter. Would any of the 'what matters most' words above get into your class's 'holy book'? • All pupils, during the unit of work, will be asked to choose a story, saying, wise sentence or something else to go into the class 'holy book'. Each pupils thinks about wise words and creates a page for the class's 'sacred book' with their own choice – or composition – of wise words included. • Encourage pupils to spend time thinking about the words they choose, and presenting them with calligraphic skill, suitable imagery, or in some other special manner. Songs, holy books, family wisdom or quotations websites are interesting starting points for this choice. • Note that there is a difference between the kinds of wise words pupils might include in a class 'holy book' and those found in sacred texts: religious believers usually say that God either wrote, or dictated, or inspired the writings in sacred texts.	**Teachers will enable pupils to be able to achieve some of these outcomes:** **Emerging:** • **Identify at least two ways Christians use the Bible in everyday life (B1).** **Expected:** • **Give examples of how and suggest reasons why Christians use the Bible today (B1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).** **Exceeding:** • **Suggest why Christians believe that God needs to rescue / save human beings (B2).**

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	What makes a book special or sacred? Introduce the Bible as a guide for Christians. • Have a classroom display of special books. This will include special books that pupils and staff have brought in, some versions of the Bible, a Torah scroll and a Qur'an (out of respect for Muslim custom, put it on its stand, wrapped in cloth, kept higher than other books). • Take a photograph of the display and enlarge for display purposes, on the whiteboard. Ask pupils to brainstorm words that they associate with the special books of religions, and then questions they would like to answer about these books. They can use 'who / what / when / where / why / what if' as question stems. • Some questions should be dealt with quickly, but more time and focus needs to be given to questions about the Bible, the Torah and the Qur'an: 'Why is this book special?' 'Who cares about this book?' 'Who were the writers of this book?' 'What is this book about?' 'Why is this book on a stand?' 'Who uses this book today? How, and why?' Gather the questions, and ask pupils how they would find answers to them. Note the standard enquiry questions: who, where, how, what, when, why, what if…'. • Tell pupils about the RE unit they are starting: they will be hearing and learning about different ways Christians use and value their sacred book – remind them that other religions have sacred writings as well. They will be thinking about Bible stories and teaching and their meanings. They will find out lots of ways Bibles are used by Christians. They will be able to link up some things in their own lives with ideas in the stories. • Ask pupils to note that 'special' books could be special to one person, for any reason. But these 'sacred' or 'holy' books are special to millions of people, over thousands of years, for religious reasons. 'Sacred' or 'holy' will be ideas they learn to use in the work. **Notes**: There is a very useful section of the BBC' 'My Life, My Religion' Christianity programme to use in this unit **– See**: www.bbc.co.uk/programmes/b05p6sp4	

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LESSON OBJECTIVES	Teaching and learning ideas and activities Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
The Bible is a big book. How is it put together? Why is it so popular?		
Pupils will learn to: Describe how the bible is divided into books, chapters and verses, and arranged in two 'Testaments.' Find out more about why the Bible is a big best seller Consider questions such as: what do Christians get out of reading their holy book? What do some people find helpful about reading the Bible? Think of reasons why some people love the Bible	**Dividing the Bible up** Look at some different Bibles, including children's Bible story books, and a complete Bible. This may have over 1000 pages! • Give pupils a brief introduction to the Christian Bible. 2 Testaments, 66 books, 1189 chapters and over 31,000 verses! These divisions are all there to help people find a sentence in the Bible quite easily. These were not in the original writings – chapters were added in 13th Century; and verses in the 16th Century as Bibles were being printed. • Show pupils the contents page of a Bible – you might like them to look up some key verses. The different books are different types of writing e.g. histories; laws; poems; prayers; biographies (Gospels); letters; visons; poems and songs. • Be clear that what Christians call the 'Old Testament' is Jewish scripture too, and Jewish people call it the 'Jewish Bible'. • Note that the Bible was not written in English. The Christian Old Testament ('Jewish Bible') was written in Hebrew. The New Testament was mainly written in Greek. The Bible has been translated many times. See www.biblegateway.org for examples of a range of translations. • You could compare translations of Psalm 118:8 – this is the 'middle verse' of the whole Bible is Psalm 118:8. It's accidental, of course, but some people like this because it works well as a summary of the whole Bible: 'It is better to trust in the Lord than to put confidence in humans.' Discuss this idea with the pupils. • Watch this short video from RE:Start to cement the learning and ask pupils to devise quiz questions from it: http://request.org.uk/restart/2015/12/08/an-introduction-to-the-bible/ Ask them to take their quiz home and test it out on their family or on the head teacher (perhaps give him/her some warning of this) **Bestselling books of all time:** • Create a guessing game about best sellers. First ask if pupils can suggest some authors who've sold millions of books. Here are three (below). Give some clues and see if they can guess. Then ask: I wonder how many? I wonder which sold most? Save the statistic about the Bible till last, and show the sum: • Charles Dickens, A Tale of Two Cities: 200 million	Teachers will enable pupils to be able to achieve some of these outcomes: **Emerging:** • **Recall and name some Bible stories that inspire Christians (A2).** **Expected:** • **Give examples of how and suggest reasons why Christians use the Bible today (B1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).** **Exceeding:** • **Explain how the Bible uses different kinds of stories to tell a big story (A2).** • **Suggest why Christians believe that God needs to rescue/save human beings (B2).**

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	• J.R.R. Tolkien, The Lord of the Rings: 150 million • J.K. Rowling: Harry Potter and the Philosophers' Stone: 107 million • The Bible: 5000 million! • Dickens + Tolkien + Rowling x10 = the Bible • Consider these quotes from Christians: how are they using the Bible? What do they get out of it? "I love the Bible, and I read it every day. When I'm reading, I sometimes sense God speaking to me." "I listen to a sermon about the Bible pretty much every Sunday. It always makes me think about my life." "I go to a Bible study group each week. We discuss a chapter from the Bible and think about how it can help us to be better followers of Jesus. I enjoy this group a lot." **6 reasons for the Bestselling Bible.** Put these 6 ideas on cards or on the whiteboard. Which ones do pupils think explain the Bible's runaway bestseller status the best? They choose their top three reasons and say why. • "The Bible teaches people some ways of feeling close to God" • "The Bible is promoted by churches, and they are good at advertising" • "The Bible is inspired by God" • "The Bible is the main way of knowing about Jesus. He has 2 billion followers" • "Everybody needs guidance in life, and the Bible is like a guide to life" • "People don't actually read the Bible, but they have one around for tradition's sake" **Notes**: Charities like the Bible Society and the Gideons International promote the Bible – their websites are excellent sources of information for teachers.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What does the Bible teach Christian people about God, life, the universe and everything?		

Pupils will learn to:
 	
Describe the 'big story' of the Bible simply.
 	
Find out more about the ways Christians think of God and see the world
 	
Consider questions such as: did God make the world? Is Christmas a festival to do with God? How? What do Christians say God is like?
 	
Look for similarities and differences between their own ideas about God and some Christian ideas
	Background info: For most Christians through history, the Bible has been the basis of church beliefs and teachings. Christians in the Catholic and Orthodox churches developed their thinking over hundreds of years – not always agreeing, but seeing the Bible as foundational. Protestants protested against some Catholic beliefs and teachings in the 16th Century, saying they had gone too far away from the Bible. So you can see that the Bible is a key part of 'institutional' or 'organised' worldviews of Christianity, as well as playing a big part in the personal worldviews of many Christians themselves.
	Focus: what images of God does the Bible give to Christians?
	• **Big Story of the Bible:** Introduce pupils to the idea that for Christians, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God.
	
	Story Graph: the ups and downs of God and humanity
	• This is a complicated train of events and meanings, so ask pupils to plot it simply onto a 'story graph' using these seven phrases from a Christian's perspective:
	  ○ 'God made a lovely world: Great!'
	  ○ 'Oh No! Humans didn't follow God's way.'
	  ○ 'God rescued his people from slavery and gave Moses and the people Ten Rules to follow. Great!'
	  ○ 'Oh no: the people kept disobeying the rules and wandering away from God.'
	  ○ 'God came to Earth in Jesus to show people how to live and love. Great!'
	  ○ 'Oh no, jealous people killed Jesus on a cross.'
	  ○ 'Jesus came alive three days later, and lives forever. Great!'
	• Give out the phrases on cards at random to groups, and ask them to put them in the right order, and make a graph of the whole 'big story'.
		Teachers will enable pupils to be able to achieve some of these outcomes:
		
		Emerging:
		• **Identify at least two ways Christians use the Bible in everyday life (B1).**
		
		Expected:
		• **Give examples of how and suggest reasons why Christians use the Bible today (B1).**
		• **Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).**
		
		Exceeding:
		• **Explain how the Bible uses different kinds of stories to tell a big story (A2).**
		• **Suggest why Christians believe that God needs to rescue/save human beings (B2).**

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Think of reasons why some people find God is the most important person in life (but others don't).	The Understanding Christianity resource offers a clear version of this 'Big Story' (see www.understandingchristianity.org.uk). RE Today's *The Bible: The Big Story* is for upper KS2/KS3 pupils, but it gives lots of background knowledge that would help teachers with this important way of understanding the Bible. https://shop.retoday.org.uk/9781905893454 **Christian ideas about God** • introduce this list of Biblical ideas which compare God with things we know and understand, asking the class: is God like… A father, a mother, a rock, a tree, a light, a puzzle, a bridge, a deep sea, a sunrise, the sky, the stars, a maker, a baby, a circle, the wind, a flaming fire, someone to hold your hand, a feeling of a warm heart, a doctor, a golden ring, a rescuer (e.g. a lifeboat worker), a cleaner, a dove. • Put each of these 'items' on a large sheet of paper and ask pupils to walk round the class three times. First, they can write any idea on any sheet of paper about how or why Christians believe God is like this thing. Ask every pupil to do at least 5 ideas. Second, they can write 3 questions onto the papers, about what other pupils have said. Third, they can draw themselves (Face? Stick-person? With initials?), on their favourite ideas sheets, saying why they like them. Use the sheets for whole class discussion: what does the bible teach Christians about God? How do pupils react to these ideas? • Pupils can consider whether any of these ideas should find their way into the class's holy book. Would that be as pictures with explanations? Poetry about God? • A simple way to catch the thinking here is to ask pupils to write 6 line 'list poems', prefaced by the line 'Christians might say…' and where each line starts: 'God is like… because…' • What from these lessons would be worth including in the class 'holy book' and why? Who will make sure it is beautifully presented on pages ready to include? **Notes**: The NATRE 'Art in Heaven' web gallery has lots of super art work on ideas about God by pupils aged 5-18. See here: www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2015/?ThemeID=66	

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LESSON OBJECTIVES	Teaching and learning ideas and activities Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?		
Pupils will learn to: Describe the story of Genesis chapter 1 Consider questions such as: does a beautiful world mean there is a wonderful God? Why does the Bible start with a story of creation? What does the story mean? Think of reasons why some people who are Jewish or Christians love this story. Give simple reasons for their own ideas about the story and about the beauty of the earth.	**Why do Christians and Jews love to tell this story about the world's beginning?** • You might want to remind pupils that Christians and Jews are two of the religions to which many people in Britain belong. • Telling the Bible story of Genesis 1 is the focus in this lesson. It is poetic – how will you make it grand, dignified, sweeping? Decide at what point you want to begin this – it might come first, or it may be better to look at a leather Bible with gold leaf edges as an artefact first and talk about why the Bible is special to Christians and how Jews and Christians share the stories of Genesis. Make the storytelling vivid and dynamic. **How does the Bible begin? With a story of God making the world.** • Read Genesis 1. Ask pupils to create dance/movement actions for each day, or art work to reflect the narrative. They could choose music to go with each 'day'. Encourage them to focus on this question: what does the narrative suggest God is like? Powerful? Creative? Good? Interested in everything? Full of ideas? What else? • Teach pupils to show an awareness of stories of the formative events of some religious traditions – in this case the story of God's creation from Jewish and Christian scripture in Genesis 1. This story matters to millions – not because it is an alternative to science, but because it carries many messages about humanity and God. • Build on learning for Unit 1.8 *How should we care for others and the world?* Recall from there that Christians present their most important stories in different ways, a range of translation, and some creative visual presentations too - from cloth books for toddlers through to the paintings of Michelangelo in the Sistine Chapel. Unit 1.8 recommended the following – so select from this for recall, or choose alternative versions: 1. A simple evocative telling, such as Steve Turner's poem "In the Beginning" (in book form and as a poem, and as a song) Lion Publishing 2. A more developed story, as in Bob Hartman's Lion Storyteller Bible 3. An accurate Bible text appropriate for your class, see the NIV, NIRV or NLT translations at www.biblegateway.com	**Teachers will enable pupils to be able to achieve some of these outcomes:** **Emerging:** • **Recall and name some Bible stories that inspire Christians (A2).** • **Identify at least two ways Christians use the Bible in everyday life (B1).** **Expected:** • **Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).** • **Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).** **Exceeding:**

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	A creative way through the story • Ask pupils to find pictures from magazines to go with each of the seven days. Do this collaging fairly quickly as a whole class. • Unit 1.8 uses Kate Neal's art from the 'Picturing Creation' pack (RE Today). If your school used this, find that resource to remind pupils about the seven days of creation. Read the text with pupils and for each picture ask the big and mysterious questions. This time focus on what the story suggests God is like – so, less about the order of days etc and more about the *character* of the Creator that comes across in the story. God appears to be powerful, calm, orderly, organised, purposeful, creative, interested in the world and its creatures, pleased with the result. Talk about reasons why Christian and Jewish believers would think that this God is worth worshipping. How does this opening story of the Bible set out the key characters (God, creatures, the world, humans)? • Emphasise to pupils that this story is loved and retold by many millions of Jewish and Christian people. • Set some creative work for pupils to pick up examples of what they find most amazing, mysterious, 'wow' or beautiful from nature. • Why do they think Christians and Jews thank God for the earth and all its creatures? • What kinds of 'thank you' do religious people make? (answers include e.g. singing, praying, but also caring for the world). • Music: Wonderful World by Stephen Fischbacher – see here: www.fischy.com/audio/wonderful-world.mp3 A great musical resource exploring what we love best on Earth and the question of who made it. • Consider the big question: does the Bible matter because it tells a story of where people (and creatures) come from? • Consider with pupils whether the class 'holy book' should include some thoughts, questions, ideas and quotes about the beautiful world we live in. Agree and make the pages you want. **Notes**: Kate Neal's RE and art pack 'Picturing Creation' can be bought here: http://shop.retoday.org.uk/9781904024583 RE Today's music and lessons pack 'Big Big Questions' contains lots of good work about creation stories and the beauty of the earth. See here: http://shop.retoday.org.uk/9780993165207	• **Explain how the Bible uses different kinds of stories to tell a big story (A2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
How can the Bible help people if they are tempted to do wrong things?		
Pupils will learn to: Describe the story of Adam and Eve and think and talk about the meaning of temptation. Consider questions such as why we find doing bad things so attractive and what we can do to become the good people we want to be. Think of reasons why some people find the bible can help them to live a better life. Give simple reasons for ideas of their own about temptation.	***Background information**: Christians do not all agree about the story in Genesis 3, but most agree that there is a problem with human beings in that we seem not to be able to do the right thing all the time. We are tempted to do stuff we shouldn't do – and are not very good at resisting temptation. The story of Adam and Eve is a kind of illustration of people's on-going tendency to go against God's commands – popularly called 'the Fall' because of the idea that human beings were close to God but fell away through disobedience. This attitude of rebellion against God is called sin, according to Christian teaching, and separates people from God. This problem of separation needs to be put right, Christian teaching says. People need to be saved. This connects with the idea that Jesus saves people – Jesus brings salvation.* **What is temptation? Do we all get tempted?** • Find out what good and bad things people sometimes do. Explore idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Think about why Christians say people need to ask God to forgive them. **What is temptation?** • Pupils identify, discuss or role play some situations where they might be tempted to do wrong, for example regarding dishonesty, selfishness, being big-headed, unkindness, bullying, cheating, being unhelpful, fighting or theft. **Can God help when people are tempted?** • Ask pupils to take two examples of the temptations listed above and imagine a scenario where a child from a Christian family is tempted. While the child is feeling tempted, they decide to pray. Write two or three sentence prayers for a child from a Christian family facing these temptations. Read some out to the class. Use some text approaches from literacy to get to the meanings. If someone asks in a prayer for God's help to be good, would that be a good idea? The Bible teaches that this is a good plan. What do the pupils think? **What religious stories speak about temptation? Adam and Eve and the Snake.** • Read, discuss and analyse the story in Genesis 3 about the temptation of Adam and Eve by a serpent (the 'evil one'?). God gave them one rule, but they broke it. Consider what the story	**Teachers will enable pupils to be able to achieve some of these outcomes:** **Emerging:** • **Identify at least two ways Christians use the Bible in everyday life (B1).** **Expected:** • **Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).** • **Give examples of how and suggest reasons why Christians use the Bible today (B1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).** **Exceeding:** • **Explain how the Bible uses different kinds of stories to tell a big story (A2).** • **Suggest why Christians believe that God needs to rescue/save human beings (B2).**

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	really means. Here are four interpretations for pupils to comment on. Talk about what each one might mean to a Christian. ○ 'The story shows that if you are given even just one rule, you will probably break it.' ○ 'The story explains why humans can't see God or live forever: humans broke God's rule and so were kicked out of God's garden.' ○ 'This old story was first told to explain why snakes have no legs.' ○ 'The Fall is a story to show what has gone wrong with humanity. People disobey God and so are separated from God and need rescuing.' • **What do we mean by 'being tempted'?** Working in pairs to define temptation, to list some temptations common to children, to explain what is wrong about giving in to temptation. Share the work in class circle time. • **How do Christians try to resist temptation?** Consider how people deal with temptation: by prayer, will power, determination, threats, support and other means. What helps a person to make good choices? • **Is it as bad to speak nastily as to act nastily?** Talk about 'talking temptations': the desire to say hurtful, untrue or offensive words, to lie, to gossip or to give insults. Why can this be wrong? What harm does it do? The Bible's advice says this: "As the scripture says, "If you want to enjoy life and wish to see good times, you must keep from speaking evil and stop telling lies." I Peter 3:10. How would our school change if everyone lived like this? • **Who gets tempted in the movies?** Who resists evil? This depersonalises the activity by looking at fictional characters rather than pupils' personal lives. Ask pupils to think of the heroes in 6 recent or favourite movies (Disney is good for this!) For each hero, get them to note any examples of where temptation, fighting evil, making good choices or forgiving are seen. Apply the thinking from the activities above to this 'raw material' in discussion or writing. Watch a clip or two from the movies, and stop them where the choices are being made. Can pupils predict what happens when people make good or bad choices in the movies? And in life? • **The temptations of Jesus: Matthew 4.** You might extend the work by looking at this story, perhaps using the Lion Comic Book Hero Bible or the Graphic Bible. Pupils can consider how thus story might help a Christian person today, e.g. if Jesus was tempted, might that help Christians to resist temptations like he did?	

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	Sum up the learning. Do the pupils want to put anything from this lesson into their 'class holy book'? What did they learn about why the Bible is important to Christians in resisting temptation and in seeking to live a good life, a life of love? **Notes**: Temptation is a theme rich in possibilities for moral development. A person doesn't have to be a Christian to consider whether the Bible's moral and ethical teachings carry a message for them – use these lessons to address whatever issues of kindness and goodness your class might need to think about at the moment.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
Can Bible stories of lost and found help people today? What makes these stories so popular?		
Pupils will learn to: Describe Jesus' teaching about forgiveness. Find out more about the Christian belief that God loves to forgive people who are truly sorry. Consider questions such as when and why we need forgiveness and why it is hard to forgive others when we are wronged. Look for similarities and differences between different parables and different versions of the Prodigal Son.	**What did Jesus think and say about forgiveness and reconciliation?** • Explore creatively the three stories of the Lost Coin, the Lost Sheep and Lost Son from Luke 15. The lost coin and the lost sheep stories have been studied in units 1.1 and 1.4 in Key Stage 1. Recall and retrieve what pupils can remember about what these stories mean. Consider how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. How is God like the woman who lost a coin, the shepherd and the father in the stories? • Read or watch video of one or more stories Jesus told about forgiveness e.g. The Lost Sheep, The Lost Son, The Pharisee and the Tax Collector, The Unforgiving Servant. Ask questions such as these: Who was wrong? What might have happened to end the story? Who was forgiven? What effect did that have on their life? What was the response of the person? Of others nearby? What is the hidden message in this story? • Explore one of the stories about Jesus forgiving people himself: Zacchaeus (Luke 19:1-10), the Paralysed man let through the roof (Mark 2: 1-12), Peter's denials (Mark 14: 66-73). What do these stories show about Jesus' beliefs about forgiveness? What difference does forgiveness make? Why is it hard to forgive? Is forgiveness worth the effort? • Refer to the moment in the Gospel account when Jesus asks for forgiveness, even for the people putting him to death. 'Father, forgive them, they don't know what they are doing' (Luke 23:34). No need to do detailed work on the crucifixion at this stage, but note how Jesus 'practises what he preached'. Why might this be inspiring for Christians? • Write a short poem about forgiveness or about one of the stories. **Retell the story of the Prodigal Son in tweets** To help pupils see the three perspectives in this key Bible story, get them to work in groups of 3. A tweet is a good way to express the story and to recognise in some detail that the story depends on three perspectives – the father, the son and the older brother. (Don't get tied up with counting characters for the tweets, just give sticky notes to limit word count.) Ask each person in the group of 3 to take one role, and make up the tweets their character might have sent at these 8 key moments of the story (see below). You might use this activity after	**Teachers will enable pupils to be able to achieve some of these outcomes:** **Emerging:** • **Recall and name some Bible stories that inspire Christians (A2).** • **Identify at least two ways Christians use the Bible in everyday life (B1).** **Expected:** • **Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).** **Exceeding:** • **Explain how the Bible uses different kinds of stories to tell a big story (A2).** • **Suggest why Christians believe that God needs to rescue/save human beings (B2).**

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Give simple reasons for their own ideas about forgiveness.	telling or watching the story, and get pupils to write their tweets in pauses as you read the story to them again. Don't worry too much about neatness here: keep it pacy, and move along fast.	

1. At the start: everyone lives at home together.	***2. The younger son asks: "Give me my half of the money I'd get when you die."***	***3. The younger son has a wild time in foreign lands***	***4. A famine comes. The younger son has lost everything and goes pig feeding***
5. The younger son sets off for home, sorry for his wasteful ways	***6. The father sees his boy in the distance and runs to welcome him***	***7. The older brother is enraged and resentful: "What a waster!"***	***8. The father encourages the older son to welcome his lost brother.***

This activity requires good thinking from the pupils. When they have made their 8 tweets, they compare them with other pupils' ideas, and develop interpretive skills. Imagine each of the characters a year later

This story teaches Christians lots of things, such as: God is loving and forgiving; that even when people turn away from God, God wants them to return; that 'religious' people should not look down on 'sinners' but should also be forgiving.

Sum up the learning.

Do the pupils want to put anything from this lesson into their 'class holy book'?

What did they learn about why the Bible is important to Christians in thinking about forgiveness and in seeking to live a good life, a life of love?

Notes:

There is an interesting animation of the story of the Prodigal Son in sand art (!) at https://www.youtube.com/watch?v=l-TkU3O_0JM It may be best to pause just before the end, as it finishes with a preacher's comments on the story. There are a lot of bible stories mentioned in this section ensure pupils encounter at least 2 or 3 of these.

Opening Up Christianity offers some ideas for exploring this story, along with some of the interpretations Christians make. https://shop.retoday.org.uk/9781905893485

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LESSON OBJECTIVES	**Teaching and learning ideas and activities** Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What are the main ways Christians use the Bible? Which ones explain why it is so popular?		
Pupils will learn: Describe how Christians use the Bible in their everyday life Describe some ways the bible is treated and what this says about what Christians believe about this book Think of reasons why some people use the bible for guidance, comfort and strength. What do non- Christians use? Give simple reasons for why the bible might be best seller today	• Recap the work of this unit and remind the class of some examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. Also in art, music or other creative ways. What are the good things and the difficult things people might find from trying to follow this book in day-to-day life? Can pupils use their new knowledge about the Bible as the Christian's sacred text, and about some ways it is used to say why it is a bestseller today? • Discuss the ways the Bible is treated and what this shows about the believer's view of the scriptures. • Consider the idea that a text can change lives, can be inspiring or can guide a person. • Reflect on which texts are important to their lives and why. **How do Christians use the Bible?** • Give pupils this list of 10 'contexts' in pairs: at home / at church / at a wedding / at a funeral / when people are worried / when they are asking questions / when a baby is born / in the family / to decide what is right / to find out about history. Ask them to suggest how Christian people might use the Bible in each of these ten contexts. Can they make more than one suggestion for some of the contexts? • Invite a Christian visitor to talk about the use of the Bible in his or her life. A parent is sometimes better than a minister for this, to connect the work to the everyday. Are there any differences in the way they use the Bible? Especially consider how the Bible can be a challenge to some people – stories of famous Christians furnish many examples of how biblical ideas or quotations can have an impact on what people do. • Discuss how Christians use the Bible, e.g. for both public and private worship; in church and at home; for guidance, teaching, prayer; as a basis for songs. You could listen to songs inspired by the Bible (see activities in the story sections below). **Why is there a charity for giving the Bible away free?** • Tell pupils about the Gideons: a charity that places free Bibles in hotels, hospitals, schools, prisons and other public places. Ask pupils why they think they do this. There are always stories on their website to consider: https://gideonsuk.com/ – choose 'Testimonies' from the	**These activities will help pupils to work Teachers will enable pupils to be able to achieve some of these outcomes:** **Emerging:** • **Identify at least two ways Christians use the Bible in everyday life (B1).** **Expected:** • **Give examples of how and suggest reasons why Christians use the Bible today (B1).** • **Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).** **Exceeding:** • **Explain how the Bible uses different kinds of stories to tell a big story (A2).** • **Suggest why Christians believe that God needs to rescue/save human beings (B2).**

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	front page. Check them first, but the aim of this is to provide examples of the impact of the Bible in real life. It's always good practice to ask the critical question here too: does it always work? If not, why not? • What gives us guidance, comfort, strength or inspiration? • Discuss whether there is anything in pupils' lives that they would value in the way that Christians value the Bible. You might talk about music, stories we love, or words that are precious to us. Point out to pupils that we all need to be guided, to find comfort, to get inspired and so on, and note that the Bible is one – but not the only – source for such things. • You might provide the pupils with 10 examples of biblical quotes that suggest particular ways of behaving: 'blessed are the peacemakers' 'greater love has no one than this, that they lay down their life for their friend' 'forgive and you will be forgiven' 'always be ready to speak up for what you believe' 'give thanks in all circumstances'. And so on. **Notes**: Details of the work of Bible-donating charity 'The Gideons' can be found on their website: https://gideonsuk.com/ The UK branch of Gideons International is now called 'Good News for Everyone'. The Bible Society also provide good resources for this work. http://www.biblesociety.org.uk/ RE:Quest is another website full of useful RE materials on this topic. Their offer for primary pupils is called RE:Start http://request.org.uk/restart/	

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LESSON OBJECTIVES	**Teaching and learning ideas and activities** Select from these to enable pupils to achieve the learning outcomes	LEARNING OUTCOMES
What are your favourite wise words? What Bible ideas are your favourites? How can you express them?		
Pupils will learn to: Select and give a reason for choosing their favourite 'wise words'. Consider questions such as 'what makes a story, poem or song wise?' Look for similarities and differences between the 'wise words' they choose and other people's ideas. Sum up their learning about different reasons why the Bible matters to Christians	**The final task:** All through the unit, we have focused on making a 'holy book' as a class. Now it's time to edit this and assemble all the pages. One way to do this is to create the class book of 'Sacred Words' in two chapters. **The first chapter can be called 'The Word: What is sacred to Christians?'** Each pupil can choose a single saying or a part of one of the stories they have studied which they think might be sacred for Christians, and say: • Why they chose it, and what it means; • Why they think it matters to Christians; • How a Christian might use the text today; • To make the activity simple, the teacher might provide 12 or 15 examples from which they can choose. **For the second chapter, called 'Our Wise Words',** each pupil is asked to select some words that really mean a lot to them. Pupils prepare to put their chosen text into 'chapter two' of the class book. It can be called 'Our Wise Words'. Songs, family sayings, favourite lines or sacred texts can all be sources. Adults can contribute too. **For their own texts, pupils should say:** Why it was chosen? What does it mean to them? How has it had an impact on them? **Pupils can be asked to remember to:** • Use the meanings of the Bible stories they have studied to say what is sacred to Christians • Illustrate their work with care and attention to detail • Show that you understand why these words are sacred • Use ideas from the Bible and form their own experience • Suggest why their choice for the two chapters of the class book is appropriate **Notes**: Of course, the class's book of wisdom is not likely to replace the Bible! Do remind pupils that the Bible is sacred to people in ways pupils' words are not. Many Christians call it the 'Word of God'. But the class book builds a bridge of understanding for pupils to grasp what is going on when Christians say they want to live by the Bible today.	**These activities will help pupils to work Teachers will enable pupils to be able to achieve some of these outcomes:** **Emerging:** • **Identify at least two ways Christians use the Bible in everyday life (B1).** **Expected:** • **Give examples of how and suggest reasons why Christians use the Bible today (B1).** • **Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).** **Exceeding:** • **Explain how the Bible uses different kinds of stories to tell a big story (A2).**

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