

RE – Scheme of Work Summer 2 2024

Class 2 – People of God: What is it like to follow God?

Year Group (s) 4

Prior Learning

EYFS Unit God / Creation - 'Why is the word God so important to Christians?'
KS1 Unit God – 'What do Christians believe God is like?'

Learning outcomes:

- To make clear links between the story of Noah and the idea of covenant.
- To make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- To make links between the story of Noah and how we live in school and the wider world.

Key concepts:

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them and Bible stories show how God keeps his promises.
 - The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.
 - Christians believe that, through Jesus, all people can become the People of God.

Key vocabulary:

promise, covenant, trust, commandments, worship, obedience, faith, responsibility

Resources:

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See resources in the UC folder 'PEOPLE OF GOD'. Downloadable Resources available:-
Thinking about Noah, Church of England marriage vows, The story of Abraham, Promises and actions

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Teaching sequence suggestion

	Learning Objectives	Suggested Teaching Activities
1	To think about the story of Noah.	<p>Present pupils with a situation: their mum/dad/guardian has told them to help build a yacht. The adult has instructions showing how to do this. The pupils must leave school and begin building immediately because their family needs to sail away on the yacht as soon as construction is finished, and will never return to their normal lives. Are pupils happy to go and build the yacht? Would they like to sail away? What would they miss from their normal lives? Do they think this seems a sensible plan? How surprised are they by the adult's behaviour?</p> <ul style="list-style-type: none"> • Tell the story of Noah from Genesis 6:5–9:17. Use pupils to help you to act out the retelling in large-scale, dramatic fashion — everyone in the class should have a part. • Talk about what pupils think about the story. They could choose favourite and least favourite moments; puzzling questions; surprises; feelings about characters and events. Ask why they think Christian and Jewish people still read it today — they will learn about this in these lessons, so these will be first thoughts to consider and come back to.
2	To consider the qualities that made God choose Noah.	<p>Ask pupils to list a) the qualities Noah had that made God choose him, and b) the actions Noah carries out in obedience to God's commands.</p> <ul style="list-style-type: none"> • Hot-seat Noah at different points in the story. What is he doing? Why? How is he feeling? In the Bible text, Noah does not actually speak (not until 9:25). Why do pupils think this is the case? Discuss how much trust Noah must have had in God to continue with his actions. You could hotseat other members of Noah's family. It must have been hard for them too. • Put up a large image of the outline of a man underneath an outline of a rainbow (see Resource Sheet 1). With pupils, write words they can think of to describe Noah inside the man. Remind pupils how God gave Adam and Eve jobs to do in the creation story. Look at how God gives humans rules after the flood subsides. Both the creation and Noah stories show that people have responsibilities given by God — part of being the People of God is trying to live

		<p>by God's commands.</p> <ul style="list-style-type: none"> • Ask pupils to define a 'pact' and talk about if they have ever made one. Explain that when God gives rules in the Noah story (Chapter 9), he makes a covenant — a pact. God is not just giving humans rules to obey, but he also has a promise to keep. Get pupils to answer the question: 'What was God's covenant with Noah?' • Hold a circle time discussion. Pupils finish sentence starter — 'What I would like to say about God in the story is...', then open the discussion to the floor. If necessary, ensure that pupils are reminded that the story says God sent the flood to bring good into the world and wipe out evil, and that after the flood he promises to stick with people — even though people often mess up; God keeps on forgiving. Talk about this as a reason why Christian and Jewish people still read and remember this narrative. With pupils, write words they can think of to describe God inside the rainbow. • Talk about the key question: what was it like for Noah and his family to follow God?
3	To understand covenants	<p>Think about the agreements (pacts — or covenants) that people make; for example, drivers driving on the correct side of the road, shopkeepers giving customers goods they have paid for, playing with somebody in the playground because you have promised to do so, keeping to the rules in sport, the government providing hospitals because people pay taxes. Ask pupils to talk about what happens if people break each of the agreements you come up with — what are the consequences?</p> <ul style="list-style-type: none"> • Remind pupils that God in the Noah story was trying to do away with evil in the world and make it a better place. In groups, list what they think we could do without from today's world in order to make it a better place. Ask pupils to split their list into two categories: 'Things we could stop' and 'Things we can't stop'. Discuss together how pupils in the class think they could help to stop items on the first list, and pick two or three that everyone in the class will work hard to discontinue. • Ask pupils to think about the covenant between God and the creatures he

		<p>created in the Noah story. Both humans and God had conditions they needed to stick to. Pupils should think about one thing that they could do to make their table/group in class a great place to work. Write table contracts: on a large piece of paper each pupil writes down their promise of one thing they will do to help their table/group. The paper should then be signed by all group members. Discuss God's sign of the rainbow as a reminder of his promise, and other ways people remember things: for example, sticky notes on the fridge. Pupils decide on what they are going to do to help them remember their promises in the contract and then carry out their decisions.</p>
4	<p>To understand the promise God made.</p>	<p>Ask pupils to recall the symbol that God sends to show he will never again destroy all life. Recap what a 'symbol' is. Ask pupils where they see symbols in a wedding ceremony and discuss what they mean, such as the ring symbolising God's never-ending love. Collect and display some symbols from a wedding; ask pupils to write display labels for them. Watch a video showing a Christian wedding, or look at photographs. Use these to start a discussion on how promises are made at a wedding (recapping how pacts and promises link to the story of Noah), and how the Christian ceremony initiates a partnership between two people and God.</p> <ul style="list-style-type: none"> • Look at text of a simplified version of a wedding ceremony (see Resource Sheet 2). Hold a 'promise scavenger hunt' by giving pupils a list of promises made at the ceremony and the people making them (including the congregation as witnesses and supporters of the couple). Pupils should find these in the text. Throw in some red herrings of promises people might like to make, but don't, in a wedding ceremony (for example, 'I will always buy you birthday presents'); pupils will not be able to find these, but it will help them focus on what is and is not promised. <p>Point out that this is like a covenant, because both parties make promises. Talk about how making these promises to each other and to God might help a Christian couple in their married life.</p> <ul style="list-style-type: none"> • Recall the unit question: what is it like to follow God? Christians say it includes trusting God, obeying God, believing that God promises to stay with them and to forgive, and believing that God will do this.

5	To explore the story of Abraham.	<p>Explain to pupils that the stories of the first part of the Old Testament tend to focus on a particular group of people. Pupils have learnt about Noah and his friendship with God, now they are going to learn about Abraham (Noah's descendant) and his relationship with God.</p> <ul style="list-style-type: none"> • Tell pupils Genesis 12:1 in pupil-friendly language. Discuss what Abraham was asked to leave behind (everything) and where he was told to go (an unnamed distant land). Pupils think, pair and share whether or not Abraham should do this. Tell the rest of the story (until Genesis 12:9). Pupils freeze-frame key moments in the story — use thought-tapping to focus on Abraham's thoughts and feelings. • See if pupils can think of any reasons why Abraham followed God's command to leave Haran. Put this in context of the second knowledge building block — as a person of God, Abraham was following God's commands, but also because of the promises God made — remember the term 'covenant'. Point out to pupils that God repeats his promise to Abraham in Chapter 17. • Ask pupils what faith is. Create dictionary definitions for 'faith'. Discuss how we can tell from the story that Abraham had faith. Point out what a huge thing Abraham did in this story to show he had faith. This was a big test: ask pupils for ideas of some easier tasks God could have given to show that he had faith. • Tell the story of how God promised a son to Abraham and Sarah (from Genesis 18:1–10 — see Resource Sheet 3). Allow pupils to read the story and ask questions. They can fill in speech bubbles to show the thoughts/ reactions of the characters at different points. Explain that Sarah and Abraham were even older than most people's grandparents, so thought that having a baby was impossible — but the story emphasises the idea that God keeps his promises. • Tell the end of the story (from Genesis 18:11–15 and 21:1–5) to find out Sarah's reaction. Explain that God keeps his promise and Sarah indeed has Isaac, whose name means 'he laughs'. Use dialogic talk to help pupils decipher what this might show a believer about having faith, and trusting in
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		<p>God's promises. Talk about the key question: for Abraham and Sarah, what is it like to follow God?</p>
6	<p>To think about how Christians today trust in God's promise.</p>	<p>Talk about the promise to bless all the peoples of the earth: Christians read this as part of the 'big story' — bringing all people back into a relationship with God that was spoiled at the Fall (see Unit 2a.1 Creation).</p> <ul style="list-style-type: none"> • Tell pupils that Jewish and Christian people believe God made a covenant with Abraham. This promise is not just for Abraham but for his descendants — the People of God. Place the People of God on the Big Story timeline and discuss where they come chronologically in the Bible. Explain that although they come before Jesus and well before Christianity, they show Christians and all people what it is like to have a friendship with God and try to live in the way that God wants. • Create two lists based on prior learning — promises God makes to people in the Old Testament and actions he asks of People of God. (See Resource Sheet 4 for ideas.) • Explain that some Christians are inspired to have faith like Abraham and follow God: for example, members of the Salvation Army (SA). Introduce William Booth and briefly tell the story of how he founded the Christian Mission and then the Salvation Army (see Resources for support). • Explain that showing God's love is incredibly important to the Salvation Army because this is something that Jesus focused on in his teachings. Look at pictures of the SA's work and worship (for example, on their website), discussing what pupils can see — how are the members showing love for other people or God? How are they trusting God's promises? • Give pupils a range of examples of how people might give up something in order to follow God, from Father Peter Walters' work in Columbia (see Resources) to putting money into a collection box. Pupils discuss what is being

		<p>given up and rank the examples, from tasks they feel would be easiest to perform to those that would be hardest.</p> <ul style="list-style-type: none"> • Ask for pupils' views on why a Christian might give up much to follow God. Explain that many Christians don't think that only the Old Testament characters were People of God, but that everyone can be one of the People of God and they try to follow God's directions in order to do this. Lots of Christians dedicate their lives to acting in ways that they think will please God. Whilst they may give up some things, they think loving God is more important and more rewarding!
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Assessment (linked to learning outcomes)		
Emerging	Secure	Exceeding
Children know that some people do not believe God exists (i.e. Humanist's).	<p>Pupils know that Christians believe God is all powerful is everywhere and is eternal.</p> <p>They know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy</p>	Pupil know that Christians believe God is holy and loving but that he is also angered by sin and injustice.