

Key Stage: 2

Year: 6

Subject: Paul; Christmas

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To describe the impact of Jesus on Saul's life; To suggest answers to Saul's problem of his commitment, where he belonged and who he was.	Set the scene of the persecution of Christians after Jesus' death. Tell the story of the stoning of Stephen (Acts 7: 54 – 60) and how Saul approved of it and continues to harass the Christians (Acts 8: 1 – 3). Tell the story of Saul's vision and his conversion to Christianity (Acts 9: 1 – 19). Discuss the reason for his change and what he felt. Hotseat Saul. Write an e-mail from Saul to a friend explaining his change and his feelings.	How / what did Saul at first think of the Christians? Why did he change? Why did he believe he heard Jesus? Do you think he believed at first that it was Jesus? Why or why not? Why was he praying in Judas' house? Why did he get baptised? What did he feel like during this episode? What was God's plan for Saul?
To describe and understand Paul's feelings and experiences; To suggest answers to the meanings of a story involving Paul.	Explain that Saul changes his name to Paul (Acts 13: 9) and starts to journey to preach for Christianity. Look at a map of Paul's journeys in a Bible and estimate the distances travelled. Read about some of the problems he faced eg being put in jail (Acts 16: 16 – 39). Pupils make and justify fortune lines for what they know of Paul's life. Agree on one for the class.	Where did Paul visit on his journeys? Which of these places have you already heard about? How far would he have travelled? How would he travel? How far each day could he travel? For the selected event, how would Paul feel? Would his belief in Christ make him feel any better? Why or why not?
To describe and understand the importance of love to Christians; To describe how love influences and inspires themselves and others.	Look at the list of letters on a Bible's contents page. Paul wrote those from Romans to Philemon (13 in all). Look at 1 Corinthians 13. Discuss the qualities of love. Individually, pupils write a story to show how 'Love is ...' kind, patient, not jealous, not boastful, etc.	What qualities of love does Paul list? Are there any you find odd? Are any more important than others? Would you leave any out? In what way would Paul 'be nothing' without love? Has anyone encountered kind / patient / non-jealous / non-boastful / etc love? Where and when?
To understand Paul's teaching on the body (of Christ); To apply Paul's teaching to their own lives.	Look at 1 Cor 12: 12 – 26. Compare the class to the body described. Link to a circle time activity of listing each person's positive qualities. Make a large image of a person and write the qualities on it (eg academic qualities on the head, football on the leg, emotional strengths on the heart, etc.) Discuss whether the class has been a successful body and what could be done to improve it. Discuss how and why Christians believe the church to be a body.	Is there any part of your body you could manage without? Would you miss it in any way? Could one part of your body do things just as well as another part? (eg paint with foot or mouth) What qualities do the members of your class have? Is your class a successful body? Why or why not? Why do Christians call the church a body? Do you think it is a successful body? Why or why not?
To understand the meaning of Christmas; To suggest reasons a variety of Christmas celebrations.	Pupils sort a wide selection of Christmas cards into groups of their own choosing and give a title to each group. Discuss their selection. Do any of their categories link to the meaning of Christmas? Look at the nativity stories in Matthew and Luke. Children group the cards into Biblical, religious and non-religious. Which card would they send to: a vicar; a Muslim; a person with no religion? giving reasons to explain their choices. Their reasons should demonstrate sensitivity but the choice of card may not be the obvious one as long as they can justify their decision.	What are the similarities and differences between the nativity stories in Matthew and Luke? How would you group these cards? What is Christmas really about? Which cards are about the real reason for Christmas? Which cards link to the Bible stories? Which card(s) would you send to a vicar / a Muslim / someone without religion? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Christian persecution vision conversion baptism	Interpret Empathise Reflect Express	Self-awareness  Respect for all  Open-mindedness	Bible The Lion Bible for Children (Lion; ISBN 780745940465)	e-mail from Saul to a friend explaining his conversion and his feelings	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> <li>• identify the impact of Christianity on Paul (AT1)</li> <li>• identify what inspires and influences themselves and make links with their own and others' experiences (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>• describe the impact of Christianity on Paul (AT1)</li> <li>• describe what inspires and influences themselves and others (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>• explain the impact of Christianity on Paul (AT1)</li> <li>• explain what inspires and influences themselves, together with their own and others' views on the challenges of belonging to a religion (AT2)</li> </ul>	
conversion Christianity Roman Empire persecution	Interpret Empathise Reflect Express	Appreciation and wonder	Bible The Lion Bible for Children (Lion; ISBN 780745940465)	A class fortune line of Paul's life		
letters epistles Corinth(ians) love faith hope	Interpret Empathise Reflect Express		Bible	A story to exemplify the characteristics of love in I Corinthians 13		
body unity diversity Body of Christ church	Interpret Empathise Apply Reflect Express		Bible	Human qualities related to several parts of the body		
Christmas nativity Biblical religious non-religious (secular)	Analyse Interpret Reflect Apply Empathise Express		Christmas cards Bible	Cards sorted into Biblical, religious and non-religious. Written reasons for which cards are appropriate for a vicar, Muslim and a person with no religion		