



Classroom Ideas Guide

Religious education ideas



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Religious education ideas

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These ideas have been gathered together by Debbie Helme (Diocese of Gloucester), with some additional ideas from Jane Kelly (Dioceses of Winchester and Portsmouth). They are not a comprehensive list of everything that a school could do to embed Global Neighbours in teaching and learning, but they do provide a great starting point for thinking about how to explore courageous advocacy across the curriculum.

Key Stage 1

Religious education ideas

Theme: Creation

Key Questions:	Link to Global Neighbours		
	Bronze	Silver	Gold award
<ul style="list-style-type: none"> • Who made the world? • How can we keep the world special? • Why should people of faith care about our world and its people? 	<ul style="list-style-type: none"> • Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world • Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world 	<ul style="list-style-type: none"> • Discuss and develop an understanding of the nature, causes and effects of poverty, disadvantage, injustice and exploitation of the natural world • Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world 	<ul style="list-style-type: none"> • Think critically about causes and effects of poverty, disadvantage, injustice and exploitation of the natural world – and solutions • Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice
	<p>Starter activity</p> <p>Either start by taking the children outside to experience the awe and wonder of the natural world/Creation – use their senses / collect petals, leaves etc for each colour of the rainbow / Andy Goldsworthy art / Forest schools activities.</p> <p>Or</p> <p>Use a stimulus such as <i>The Book of Butterflies</i> animation (The Literacy Shed / You Tube) or a picture book such as <i>Dinosaurs and all that Rubbish</i> (Michael Foreman), <i>Where's the Elephant?</i> (Barroux) or <i>Bee and Me</i> (Alison Jay) to start talking about the world around us and why we need to look after it.</p> <p>Possible classroom activities to complement your RE syllabus (and build on ideas from EYFS on creation activities):</p> <p>Provide the class with opportunities to explore Bible verses in a simplified child's version which explain why Jewish people and Christians believe it is important for them to care for each other and the world. Challenge pupils to choose one of the verses below and draw a picture to explain what the verse means. Can they explain their drawing to their partner? Encourage them to swap partners and explain their original partner's idea. Display all the pictures and discuss as a class why they think Jewish people and Christians should care for the world and each other. Example verses:</p> <p>Jewish people and Christians believe that God has instructed them to take care of the world (Genesis 2.15)</p> <p>Jewish people and Christians have been instructed to love their neighbour (Leviticus 19.18, later quoted by Jesus, Mark 12.31)</p> <p>Christians believe Jesus taught that we should treat others the way we ourselves would want to be treated (Matthew 7.12)</p>		

Christians believe Jesus said whenever someone helps to feed or clothe someone else, it is as though they are doing those things to him (Matthew 25.35)

Christians believe Jesus reminded his followers that they had freely received and so they should freely give back to others (Matthew 10.8).

Or

- Who made the world?
- How can we keep the world special?
- Why should people of faith care about our world and its people?

- Revisit the story of Creation in Genesis – maybe act it out or add actions and sound effects to the different days. Could they turn it into a dance? Consider using the Godly Play version. Unpack Genesis 2:15 together, ‘the Lord God put the human in the garden to look after it’(try to use inclusive language!) What does it mean to look after the Earth? How have people done this? How have we failed to do it?
- Can pupils now link these beliefs and Bible texts to the actions of Christian charities? Do any seem to fit well with any particular verses? For example, the work of A Rocha, Eco Churches, Operation Noah, Christian Aid. Can they also link the texts from the Hebrew Bible with Jewish actions? For example, Eco Synagogues, Tu B’Shevat (New Year for Trees). To work towards fulfilling some of the criteria in the Community Engagement strand, pupils could work with the local community to plant trees or create a garden or allotment area as a way of caring for the environment. Pupils could taste different fruits and plant some fruit trees in the school grounds or in a community garden.
- The Woodland Trust give away free packs of trees for schools to plant or consider planting wild flower gardens and talk about the importance of bees and other pollinators. (Read about what one primary school did and sign up to the polli-promise to plant a square metre of bee friendly plants. opalexplornature.org/polli-promise)
- Care for the earth could also be explored through the use of story. For example, *A Tree is Nice* by Janice May Udry, *The Lorax* by Dr Seuss or *Wonderful Earth!* by Nick Butterworth which combines the biblical creation story with ways to care for our world. The CAFOD website has an animated film for children about ‘Laudato Si’, the Pope’s initiative to get Catholics caring for the world and some supporting resources.
- You could finish by playing the song “What a Wonderful World” (There’s an excellent BBC David Attenborough version) as a reflective activity, for children to think through what makes our world so amazing. They could respond by writing a pledge on a leaf. Or read *Bee and Me* (Alison Jay) to start talking about the world around us and why we need to look after it.

Key Stage 1

Religious education ideas

Theme: Belonging

Key Questions:	Link to Global Neighbours		
	Bronze	Silver	Gold award
<ul style="list-style-type: none"> • What does it mean to belong? • Where and how do people belong? • How do people show they belong? • Why is belonging important? 	<ul style="list-style-type: none"> • Exploring similarities and differences between their lives and the lives of people in various communities around the world • Identifying some ways in which their lives are connected with the lives of people in places across the globe 	<ul style="list-style-type: none"> • Explain how their lives are connected with people and places across the globe and the effects of local action on the wider world • Explore Christian perspectives on poverty, disadvantage and injustice 	<ul style="list-style-type: none"> • Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice
	<p>Starter activity</p> <p>Use a film such as <i>For the Birds</i> (The Literacy Shed) to talk about how we treat outsiders or people who are different from us. Or use the story of <i>Paddington</i>, who arrived in the UK with just a small suitcase and a marmalade sandwich under his hat, how could we have made him feel welcome? How does this translate to the way we treat each other in the playground?</p> <p>Possible classroom activities to complement your RE syllabus (and build on ideas from EYFS on creation activities):</p> <ul style="list-style-type: none"> • Invite pupils to create a simple diary of their day including the things they do and the places they go, using the title 'A day in the life of ...' Compare their daily experiences to those of children in different cultures, considering what is the same and what is different. For examples use books like: <i>Wake Up World: A day in the Life of Children Around the World</i> by Beatrice Hollyer and <i>A Life like Mine</i> published by DK. Can they identify groups that <u>everyone</u> belongs to? • Encourage pupils to consider what they value most in life. How important is belonging to their family unit or class? Or do they think possessions are more important? What makes children happy? • Using the book <i>The World came to My Place Today</i> by Jo Readman, explain how many things in an average house come from across the world. A good way to introduce this is to bring in a basket of breakfast items (orange juice, honey etc) and ask children to place them on a large world map to show where they come from. Link to the Martin Luther King quote, "Before you finish breakfast, you've depended on half the world" Ask pupils if they think the term 'global neighbours' is a good one. Discover how Jesus answered the question, 'Who is my neighbour?' (Luke 10.25-37). 		

- What does it mean to belong?
 - Where and how do people belong?
 - How do people show they belong?
 - Why is belonging important?
- There is some good multi-cultural artwork of the Good Samaritan, e.g. by He Qi, Jesus-Mafa or Dinah Roe-Kendall, which could be a good way to introduce it. Ask the children to act out the story or try freeze frames or hot seating to explore the different characters' thoughts and feelings. Ask them to suggest modern day parallels. Try using the Godly Play version of the parable.
 - Using a range of biblical quotes, ask pupils to find out how Jesus told people to treat each other. Can they turn these into posters to display? For example: Matthew 25.35, Matthew 7.12, John 13.34-35. Encourage pupils to think about how we all belong to a global family who should help one another.
 - Discover how Christians follow Jesus' teaching today by looking at the work of Christian charities, for example by using Christian Aid's Global Explorers. (globalexplorers.org.uk)
- Invite a local Christian who volunteers with Christian Aid or perhaps a local Christian charity to ask them what motivates them and how their voluntary work shows that they care about their local or global community and that helping people to feel like they belong is important.

To finish:

What have we learned about loving our neighbour? What would the world be like if people didn't do this? Have our ideas changed at all? What could we try and do differently?

Key Stage 1

Religious education ideas

Theme: Teachings of Jesus

Key Questions:	Link to Global Neighbours		
	Bronze	Silver	Gold award
<ul style="list-style-type: none"> • What did Jesus teach about how people should live? • Who is my neighbour? • What does it mean for Christians today to love their neighbours? • How do Christians live out their beliefs? 	<ul style="list-style-type: none"> • Identifying some ways in which their lives are connected with the lives of people and places across the globe • Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world 	<ul style="list-style-type: none"> • Explain how their lives are connected with people and places across the globe and the effects of local action on the wider world • Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world 	<ul style="list-style-type: none"> • Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice
	<p>Starter activity</p> <p>Show clips from Disney films that illustrate the idea of loving our neighbour or sacrifice, e.g. Belle gives up her freedom to save her father in <i>Beauty and the Beast</i>, Marlin rescues Nemo in <i>Finding Nemo</i>, Anna sacrifices herself to protect Elsa in <i>Frozen</i>, Woody rescues Buzz in <i>Toy Story</i> (even though he's really jealous of him!). The children will be able to supply many more examples! What do these stories teach us about how we should treat other people? About love?</p> <p>Possible classroom activities to complement your RE syllabus (and build on ideas from EYFS on creation activities):</p> <ul style="list-style-type: none"> • Invite pupils to imagine they can become the head teacher for the day and their first job is to decide which two important rules everyone must follow all day. Discuss the ideas and decide as a class which are the best two and why. What sort of school will they have if everyone follows these rules? Explain Jesus' response when he was asked which the greatest rule was (Matthew 22.34-40). Discuss with the pupils what the term 'neighbour' means and who they consider to be their 'neighbour' in school and in their local community. Discuss with pupils how we might love ourselves (looking after ourselves to stay healthy and safe). How could we love our neighbours in the same way? Show pupils pictures of a local Foodbank in action and ask pupils what they think is happening. Look at the Trussell Trust Foodbank movement as an example of Christians loving their neighbours in their locality. Consider the term 'global neighbours'; what does it mean to them? Invite a Christian to speak to pupils about how and why they show love and care for both their local and global neighbours. You could invite a representative from an aid agency such as Christian Aid, CAFOD or Tearfund. Prepare for the visitor by asking pupils to think about questions they might like to ask. Consider what the world would be like if everyone loved their neighbour as they love themselves. 		

- Another way into exploring why Christians try to love their neighbours could be to explore Jesus calling Matthew the tax collector to follow him. Explain that the term 'Christian' was first used to describe the early followers of Jesus and was possibly used as an insult meaning 'copying Christ'. Nowadays, this term is used to describe all followers of Jesus and they happily use this name, aiming to copy Jesus Christ in the way they live. Provide the pupils with an age-appropriate version of Matthew 9.9-13. Consider what is happening in the story and discuss how Jesus cared for people, for example by being a friend to those who felt left out. Can they find any local or global examples of how Christians still copy Jesus today by also being a friend to those who may be feeling left out? You could invite a local Christian to speak to pupils about how they do this.
 - Every year, some Christian families follow the commandment to love their neighbours by joining in with Christian Aid Week to collect money or to host fundraising events like the 'Big Brekkie' (christianaid.org.uk/christian-aid-week/big-brekkie). It's not always easy, but they want to follow the teaching of Jesus. Ask the pupils to listen to these thoughts from Sam, a teenager, who collects Christian Aid envelopes every year with his family: 'Each year we visit everyone on our street and on the roads around us to deliver and collect Christian Aid envelopes. Sometimes I don't really feel like it but then I remember who I am doing it for. There are people who are hungry and have nowhere dry to sleep and I remember the story of the Good Samaritan who helped a stranger.' Ask the pupils what surprises them. Discuss whether collecting money might be easy or difficult for Sam. How are these activities a way of Sam's family following Jesus' teaching to 'love your neighbour'? You could explore this further by finding out more about the work of Christian Aid and thinking about how Christian Aid follows the teaching to 'love your neighbour'.
 - Jesus used stories with meaning called parables, to explain what he thought was important and what he wanted people to understand about God. Examine some of these parables, such as the Lost Sheep (Luke 15.1-7) or Lost Coin (Luke 15.8-10) to discover the Christian belief that God cares for everyone. (Links to KS1 Reading Comprehension ideas.) You could use a children's Bible or an animated version. Encourage pupils to think through how this parable might help Christians think about how important they are to God. Then explore how this parable shows how everyone is important to God. How might this make a difference to the way that Christians treat others?
 - Jesus also demonstrated what he thought was important in the way that he lived. There are stories in the Gospels about how Jesus cared about every aspect of people's lives, including both spiritual and physical needs. For example, the feeding of the five thousand (Mark 6.33-44) and the healing of the ten men with leprosy (Luke 17.11-19). Many Christian charities today try to look after every aspect of people's needs, for example, providing food or health care for people. Demonstrate this with examples, such as the work of the Leprosy Mission or Foodbanks.
 - Explore what makes someone a positive role model in the way they relate to and care for others, for example hold a class competition for an award for someone in history or someone in the news recently who could be presented with the class 'Inspiring Neighbour' award. Encourage pupils to consider how the role model they have chosen has put the teaching to 'love your neighbour as you love yourself' into action. You could also consider with pupils if there are examples within school of pupils or staff who could also be presented with the 'Inspiring Neighbour' award because of their actions showing 'neighbourly care'.
- What did Jesus teach about how people should live?
 - Who is my neighbour?
 - What does it mean for Christians today to love their neighbours?
 - How do Christians live out their beliefs?

Key Stage 2

Religious education ideas

Theme: Living by Christian values

Key Questions:	Link to Global Neighbours		
	Bronze	Silver	Gold award
<ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? • What would Jesus do? • How could someone live by Christian values in the twenty-first century? 	<ul style="list-style-type: none"> • Exploring 'big questions' about suffering, inequality and justice • Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world 	<ul style="list-style-type: none"> • Explore Christian perspectives on poverty, disadvantage and injustice • Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world 	<ul style="list-style-type: none"> • Ask and explore possible answers to a range of 'big questions' of suffering, inequality and justice in relation to global issues • Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice
<p>Possible classroom activities to complement your RE syllabus:</p> <p>You may want to explore with your class one or more of these Christian perspectives on:</p> <p>Love – Starter activity: Use an animated film such as 'For the Birds' or 'Wing' (The Literacy Shed) to open a discussion about what it means to love your neighbour & how we treat people who are different from us. Or use some of the Disney clips about sacrifice from the KS1 section, or a picture book such as <i>When the Dragons Came</i> by Naomi Kefford, <i>Voices in the Park</i> by Anthony Browne, <i>Tusk, Tusk</i> by David McKee, or <i>The Island</i> by Armin Greder (Upper KS2). <i>The Boat</i> is an illustrated book that gets children thinking about welcoming refugees the-immigration-boat-story.com/book Ask the class to generate questions and vote on the one they'd like to discuss, e.g. Is it always right to put other people first? Should we always welcome strangers?</p> <p>Love your neighbour as yourself' – what does it mean to really love? Examine 1 Corinthians 13.4-7. Invite the class to replace the word 'love' with their own name. (For example, 'Tom is patient, Tom is kind, Tom does not envy...'). If they were to act like that what difference would it make? If everyone in the class acted like that what difference would it make to the school? What does it say about what kind of world Jesus wanted? How do they think this passage inspires Christians to make a difference in the world?</p> <p>Money – Starter activity: An interesting way to start a discussion is to use a large foam dice with six questions about our use of money. E.g. Is there anything money can't buy? Why does money matter? What is more important, things we can buy or things we can't buy? Should we give money to charity, or should people take responsibility for their own lives? Is it true that 'Love of money is the root of all evil'? Is it fair that some people have more money than others? Roll the dice to choose a question and let the discussion begin!</p>			

- What does it mean to be a Christian in Britain today?
- What would Jesus do?
- How could someone live by Christian values in the twenty-first century?

There are many Bible passages that encourage Christians to give away their money. Encourage the class to look up different Bible references and discover any differences and similarities. (For example, Matthew 6.19-21, Mark 10.25, Matthew 6.2-4, Matthew 6.24, Deuteronomy 14.22, Luke 21.1-4.) Can they work out how much Christians are asked to give? Who should they give the money to? Do they think Christians still follow these teachings today? (Also see Maths ideas on fractions and percentages.) You could also look at Muslim concept of Zakat, giving 2.5% of their wealth away. Do the children think the teaching on this is helpful? The Christian Aid resource Beliefs and Actions in the World has activities based on the work of Christian Aid and Islamic Relief and looks at the teaching on money and giving in both religions.

Life in all its Fullness – Starter activity: Talk about the children's hopes and dreams for the future; do they think of life as an adventure? What does it mean to get the most out of life? Do they agree with the Dalai Lama quote, 'The purpose of our lives is to be happy'? What does this look like? Is it just about pleasing themselves, or does a fulfilled life mean helping others too? Maybe look at celebrities who appear to live very self-centred lives and others like Bill Gates who give a lot of their wealth away. What examples can they think of from books and films of people who have made the most of their lives? Has this been a selfish pursuit of happiness or shared with other people? Can you have a happy and fulfilled life without money? You could set up a 'goldfish bowl' activity, where the children are in two concentric circles facing each other. They discuss one of these questions with the person facing them, then after two minutes move one place to the right and discuss with a new person. Encourage them to get a balance between speaking and listening!

John 10.10 has inspired the work done by charities, such as CAFOD. Have a look at CAFOD's fullness of life animation on YouTube. Give the class an opportunity to consider and present what they think 'life in all its fullness' might mean through music, dance, drama or visual art. Invite a Christian into the class to talk about what it means to them. Christian Aid uses the strap line, 'We believe in life before death'. Discuss whether this is the same or different to 'life in all its fullness'. What does Christian Aid do to ensure it helps people have 'life before death'? Challenge the class to discover what motivates the charity to do this.

Healing – Starter Activity: What does the class believe about healing? Have they heard stories of people being healed or recovering unexpectedly? Do they think God can 'heal' people through the work of doctors and nurses? Why doesn't everyone get healed? Set up a continuum line, labelled 'agree' at one end and 'disagree' at the other. Ask the children to place themselves on the line to show their response to the following statements; ask a few of them to explain their thinking.

'Miracles don't exist, there's a rational explanation for everything.'

'Some people have a gift of healing.'

'If you have enough faith, then you can be healed.'

'We don't need miracles today, because we have science and modern medicine.'

There are many examples in the gospels of Jesus healing the sick and wanting to improve the lives of people who were suffering, for example Luke 5.17-26. Many Christians have followed Jesus' example of praying and caring for the sick: setting up hospitals and hospices and supporting medical work. What evidence can the class find of Christian organisations being involved in this work? For example Dame Cecily Saunders recognised to be the founder of the modern hospice movement, The Leprosy Mission or the origins of the Red Cross.

Key Stage 2

Religious education ideas

Theme: Justice

Key Questions:	Link to Global Neighbours		
	Bronze	Silver	Gold award
<ul style="list-style-type: none"> • How can God bring freedom and justice? • What can we learn from religions about deciding what is right and wrong? 	<ul style="list-style-type: none"> • Discussing concepts and issues of injustice and disadvantage and exploitation of the natural world • Encountering relevant voices and stories that aid the understanding of poverty and injustice • Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world 	<ul style="list-style-type: none"> • Ask and explore 'big questions' about suffering, inequality and justice with reference to particular global issues • Explore Christian perspectives on poverty, disadvantage and injustice • Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world 	<ul style="list-style-type: none"> • Ask and explore possible answers to a range of 'big questions' of suffering, inequality and justice in relation to global issues • Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice • Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice
<p>Starter activity</p> <p>What's wrong with the world? Make a collage of stories and pictures from the news about problems round the world, anything from plastic pollution to war and famine. Is there anything we could do to make a difference? OR Create a display with half the world in grey labelled with its problems (Greed, pollution, hunger etc) and half of it full of colour labelled with hopes and positive qualities (peace, health, friendship etc) OR ask groups to make a mind map of what's wrong with the world (maybe in black and white) and then in colour add all the actions that could make a difference.</p> <p>It's important that the children are left with a sense that there's always hope and that they can make a difference to the world!</p> <p>Possible classroom activities to complement your RE syllabus:</p> <ul style="list-style-type: none"> • Ask pupils to think of any times that they have felt angry because things seemed 'unfair'. What sort of things made them feel like that? Did they find any effective way of sorting things out? Then ask – were all the examples about times when they felt badly done to? Has anyone ever felt angry on behalf of someone else? Have they ever felt angry about stories on the news? Another way of describing this is 'injustice'. • There are examples in the Bible of characters feeling angry when they see injustice; for example, Moses was angry about the way the Hebrew slaves were treated by Pharaoh. Jewish people and Christians believe that, with God's help, Moses was able to deliver the Hebrews to freedom. God also gave them the Ten Commandments as a set of rules to live by to make their world a fairer, better place. You may wish to explore these rules creatively, for example through art or mime. Choose an age appropriate campaign to 			

- How can God bring freedom and justice?
- What can we learn from religions about deciding what is right and wrong?

find out how Jewish people or Christians are still tackling issues of injustice today. Characters from other faith traditions who challenged injustice could also be explored. For example, Guru Nanak who challenged inequality.

- Challenge pupils to find out about the biblical term 'jubilee'. Do they think it is a good idea? How might they apply the idea in our society today?
- Many organisations challenge injustice through campaigns. Find out about a Christian charity which is currently organising a campaign to make change happen. Discover what has made them angry, how they would like to make a difference and what ordinary people can do to help. For example, Christian Aid, Tearfund, CAFOD, the Children's Society, Oasis Trust. Is there anything that pupils would like to campaign against?
- Challenge pupils to research some age appropriate issues reflecting inequality or injustice in the world, possibly by looking at some broadsheet newspapers. What questions would they like to ask about these issues? Explore what responses and answers have been offered by governments or charities? What actions do they think should be taken and why?
- Create a class challenge: divide the class into groups and ask each group to focus on either inequality or injustice and discover how one of the major world faiths has responded to these issues. They will then present the findings back to the whole class using any medium of the group's choice. For example: Islamic Relief, World Jewish Relief, Khalsa Aid etc.

Key Stage 2

Religious education ideas

Theme: Faith in action

Key Questions:	Link to Global Neighbours		
	Bronze	Silver	Gold award
	<ul style="list-style-type: none"> Encountering relevant voices and stories that aid the understanding of poverty and injustice Identifying some key Christian teachings which inspire Christians to tackle poverty and injustice and exploitation of the natural world 	<ul style="list-style-type: none"> Explore Christian perspectives on poverty, disadvantage and injustice Explain key Christian values and biblical teaching which inspire Christians to tackle poverty, injustice and exploitation of people and the natural world 	<ul style="list-style-type: none"> Apply biblical and ethical teaching to matters of poverty, inequality, charity and justice Explore perspectives within two or more faiths, on matters of poverty, inequality, charity and justice
<ul style="list-style-type: none"> Why is Jesus inspiring to some people? What inspires people to follow a faith and what is the cost? 	<p>Starter activity</p> <p>Who inspires you? Ask children to share their heroes and heroines; what have they done that is inspirational? Can they give an example of how they have done something differently because of this person? Draw up a list of everyday heroes and well known inspirational people; what qualities do they have which make other people respect them or follow them? Link to the idea that believing in something or someone makes a difference to the way people live their lives.</p> <p>Possible classroom activities to complement your RE syllabus:</p> <ul style="list-style-type: none"> Provide age appropriate versions of the following texts: Luke 6.29, Luke 13.30 and Matthew 6.19-21. Ask pupils to choose one of them and invite them to annotate the passage marking what surprises them and anything that puzzles them. Can they research what was happening at the time of Jesus that might explain some of these teachings? Do they think these messages are still relevant today? Why? Or why not? Identify any other surprising messages from Jesus that pupils might be aware of. What makes these messages different? What sort of world do they suggest Jesus might want? Interview or research stories about Christians who have been inspired by Jesus to make a difference to others (see KS2 History ideas for examples). Share and analyse the poem 'Christ has no hands...' by Teresa Avila (1515 – 1582). Can they rewrite a version for the twenty first century entitled, 'Faith in Action'? Are there any specific examples of things they think Jesus might see, visit or even roll up his sleeves and get involved with that are happening at the moment? Can they find examples of Christians becoming involved in these issues as the hands of Christ? Study a Christian charity and discover what they do to be the hands of Christ and why they do it. For example, Christian Aid, Tearfund or CAFOD 		

- Why is Jesus inspiring to some people?
 - What inspires people to follow a faith and what is the cost?
- 'WWJD' stands for 'What would Jesus do?' Sometimes Christians have these initials on a bracelet and it reminds them to think about what Jesus would do in a situation and they try to follow his example. Discuss how this might inspire Christians to help their global neighbours
 - Examine the words of Jesus in Matthew 25.31-46. How might these words make a difference to the way followers of Jesus live their lives? (See KS2 Reading Comprehension ideas.) Pupils could explore some examples of how Christians take up the challenge of addressing some of the specific needs outlined in the parable. For example, feeding the hungry at Foodbanks, supporting prisoners through Prison Fellowship, the Salvation Army welcoming, feeding and clothing the stranger, international charities like Christian Aid seeking to provide access to safe water, medical care and so on.