

KS2 Christianity: Religion, Family and Community

**Why do Christians
believe they are
'people on a mission'?**



**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 2**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



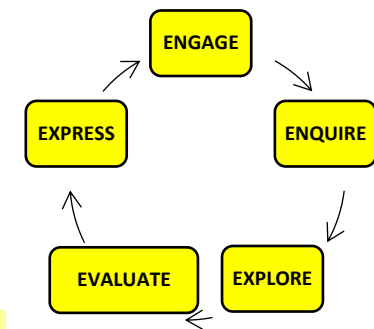
This unit for Key Stage 2 pupils focuses on the Christian concept of 'mission'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses e.g. in the Suffolk Agreed Syllabus it links with '**Religion, Family and Community**: How religious families and communities practise their faith and the contribution this makes to local life'.

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Christian concept: **MISSION**



- **A job of work to do**
- **Being sent to do something**
- **A sense of direction**
- **A statement of purpose**
- **A point to something**
- **Knowing what you have to do**
- **A God-given task**

What is mission?

What comes to your mind when you hear the word *mission*?

Maybe you think of the work of the Church overseas, sending missionaries to spread the Christian message, translate the Bible or help in medical missions.

Maybe you think of work done by a local church, serving the young or elderly, supporting schools, celebrating festivals, and worshipping together on Sundays.

Maybe you think of evangelistic rallies drawing thousands of people to hear the Christian Gospel message, maybe with bands and choirs.

God's Mission

All mission is by definition to do with *sending*. Christian mission springs from God himself. Christians believe that from Creation onwards, God has been reaching out to the world in love, sharing his life with humanity; his sending of Jesus is his greatest gift to the world.

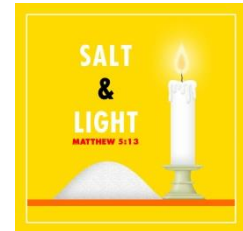
True Christian mission happens when people work together with God to bring about the salvation or 'making whole' of his world, with the help of the Holy Spirit.

'It is not the Church of God that has a mission in the world, but the God of mission who has a Church in the world.' Tim Dearborn

Every Christian is called to worship God as part of a group of believers or church and to serve God in the world. The Christian life has a basic rhythm or heartbeat, says Bishop Stephen Cottrell, of coming together with others in worship and of being sent out to share in the mission of God to the whole of creation.

Being Salt and Light

Jesus said his disciples should be like salt and light in their communities. When they act like salt, Christians bring out what's good, they can aid healing and pre-serve society from rotteness.



As light, a Christian's good deeds should be attractive to others and show their communities that God cares about them. The light will guide people to God; it will show up what is wrong and help people realise what needs to be put right.

The Great Commission

Jesus said:

Go therefore and make disciples of all nations, baptising them in the name of the Father, and of the Son, and of the Holy Spirit, and teaching them to obey everything

I have commanded you. And I will be with you always, until the end of time. Matthew 28 v.19-20

The Day of Pentecost

You would not drive a car without fuel; you do not send someone on a mission without the right equipment. Jesus promised his followers that he would send them a helper, who would give them power to be his witnesses to the whole world.

The helper was the 'Holy Spirit', God who would live inside each believer and change them from the inside, reminding them of Jesus' teaching, showing them when they were wrong and enabling them to tell others of God's love and forgiveness.

On the day of Pentecost, the Holy Spirit came and the church of Jesus Christ was born. Thousands became Christians in the first few days; the church was on its way. The mission had begun.



The Five Marks of Mission

There are around 85 million people on six continents who call themselves Anglican (or Episcopalian), in more than 165 countries. These Christian brothers and sisters share prayer, resources, support and

knowledge across geographical and cultural boundaries. - See more at: <http://www.anglicancommunion.org/>

Following the teachings of Jesus Christ, Anglicans are committed to proclaiming the good news of the Gospel to all creation as expressed in what are called the Five Marks of Mission.



These are five areas of mission which the Anglican Communion is committed to

1. **TELL** - To proclaim the Good News of the Kingdom
2. **TEACH** - To teach, baptise and nurture new believers
3. **TEND** - To respond to human need by loving service
4. **TRANSFORM** - To seek to transform unjust structures of society, to challenge violence of every kind and to pursue peace and reconciliation
5. **TREASURE** - To strive to safeguard the integrity of creation and sustain and renew the life of the earth

As a result of these five marks of mission, members of the Anglican Communion around the world are involved with a range of life-changing activities that include evangelism and church growth;

providing food, shelter and clothing to those in need; speaking out with and for the oppressed; and setting up schools, hospitals, clinics and universities.

Different countries and local parishes place the emphasis on different things.

A Missionary Church

The Christian faith has more members than any other in the world today. Its members are still growing immensely in many areas of the world. Missionaries now come from Korea and Africa to Europe where secularism has taken hold.

Sharing the message of Jesus is still important and many give their lives to take the message to remote places. As they journey Christians also seek to heal, educate, reconcile and transform societies for the common good.

Missionary Aviation Fellowship

MAF flies Bible translators, preachers, charity workers, food, patients and agronomists into remote areas in the service of Christ, bringing hope to isolated peoples.





Why do Christians believe they are 'people on a mission'?

ENGAGE with the idea of being 'on a mission'

Please consult
your RE leader
about assessing RE
and check advice
at the end of the
unit.

Teacher's note: The unit begins with children being sent on a mission to collect props to tell a story which involves a mission. The props need placing around the school before the lesson.

What does the word 'mission' mean?



Play the 'Mission Impossible' theme while you introduce **Sam**

Sam loves anything to do with spies! He loves the idea of being on a mission. What does he imagine he might do 'on a mission'?

You could mention films like 'Spy Kids' or 'James Bond 007' (or anything more current) and the need to rescue, warn or find people in danger. What is a **mission**?

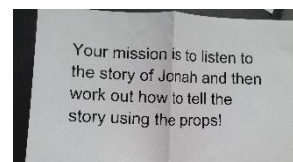
What is your mission today? (*Possible places to put the props are suggested below but make them relevant to your own school building.*)

Today I have a mission for everyone. Give everyone a mission to do in small groups or pairs e.g.

- Find yellow material in the foyer (sand)
- Collect a bag from... (costume for Jonah)
- Find an envelope labelled 'your mission' on the head's door
- Ask Mr X for a sign saying Spain (Tarshish)
- Ask Miss X for a sign saying Nineveh
- Ask EYFS for a cap / sailors' scarves
- Find a picture of a whale in the library
- Ask Mrs XXX for a book (Bible story book)
- Find some blue material out by the xxxx (sea)
- Bring a big box from (side of the ship)
- Get a palm tree from the office
- Collect some scarves from Year 6 (Ninevites)

The missions, if successful, should result in all the props you need for telling the famous Biblical story of Jonah together.

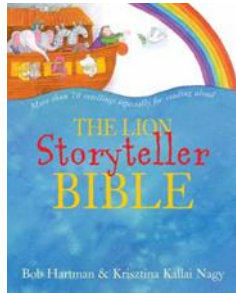
Inside the envelope it should tell the class that their mission is to listen to the story of Jonah and then work out how to use all the props in their own retelling.



See notes on
SAM in
Resources.

The Jonah story is special to Christians, Jews and Muslims. It is a short book in the Bible and can be read directly or from a children's Bible.

God sent Jonah on a mission with a warning of judgement for Nineveh. God loved them but



Try The Lion Storyteller Bible (Jonah and the Groaner) or Lion Children's Bible (The Runaway) or another suitable story bible. A good reader can narrate or the teacher can do it. You could read the story directly from a 'Good News' Bible, a relatively simple real Bible rather than a storybook.

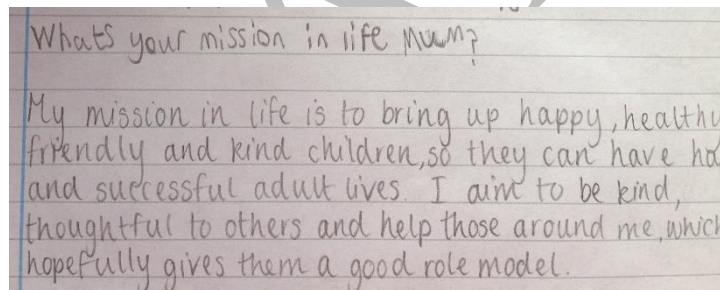
In talk partners, decide how to involve everyone and use all the props. Feed-back. Then tell the story together.

What was Jonah's mission? (mission, job, task, calling, work – build vocabulary through this discussion)

Who sent Jonah on a mission? What was the message Jonah had to give? What message did God have for Jonah? What mission would you give Jonah next? What questions would you ask Jonah / God / the Ninevites?

Do you think people have a 'mission' in life?

What does this question mean? Start an interactive board in class for questions and ideas about whether everyone has a job or mission to do in their lives.



Children can interview as many people as possible, including Christians and people from other religions if possible, and post answers on their board. This will give them a really broad understanding of the key concept in this unit.



to Jonah they were enemies.

JONAH story bag idea:

<http://flamecreativekids.blogspot.co.uk/2012/02/stories-at-home-bags-jonah.html>

Ask your Open the Book team to do a special Jonah performance. Then ask them about their MISSION as Christians. The photos here are Jonah props from the Bacton OTB team. See Resources for details of 'Open the Book'.

ENQUIRE

into what a Christian means by 'Mission'

Do light and salt make a difference in the world?

Sit children round a cloth in the middle of the room. Uncover a light and some salt. Give children crayons or other art materials. They have 10 minutes to draw these items as best they can (or longer if appropriate).

In the background, play 'Make a difference' (Fischy Music) if possible – see [Resources](#).

As the time draws to a close, ask the children to imagine the salt and the light could talk to us. They want to tell us how they make a difference in the world. What would they say? 'I can make a difference'

Give time to finish drawing and come up with some possible things the salt and light might say. At the end of drawing time, hot seat children as if they were salt or light to see what they say about making a difference.



What do we know about salt and light?

SALT - Blindfold volunteers to taste water with and without the smallest amount of salt! Who can taste the difference? What can they taste? Have they had salt water before? Why would we put salt in water? (medicinal sore throat - heals) Salt is very useful: brings out flavour in our meals, preserves food and heals.

LIGHT - Make the classroom as dark as possible – light a candle. Talk about the difference it makes. Discuss how to make the light brighter or less bright. What would happen if we put the light under a bowl? Where would you put the candle so we could see the best? (under the table, in the corner etc.)



What did Jesus mean when he told his followers to be salt and light?

Sam has brought the salt and light in. He also brought a Bible to show you that Christians had a **mission** to be SALT and LIGHT in the world, Jesus said so.

Compare Sam's Bible with a story Bible. Sam is learning to use a real Bible at his church. He wants to show you Jesus' words in the Bible.



Alternative song: We can make a difference in this world – see [Resources](#)

The Bible is divided into books, chapters and verses. References may be given like this: Matthew 5 v. 13 <https://www.biblegatewav.com/> <http://www.gotquestions.org/salt-and-light.html> - a useful explanation of what being salt and light means for Christians.

Science link: talk about solutions e.g. we can't see salt in water but it is there. How

	<p>Display a Bible <u>reference</u>: Matthew 5 verses 13-16. This is an 'address' to help find words in the Bible. Matthew wrote one of four books of stories of Jesus' life; his parables and sayings.</p> <p>Look up the <u>reference</u> on www.biblegateway.com or in a Bible. Read and discuss the words. If this is the Christian's mission, how can Sam be light or salt? Think of some answers as a class. Write on big speech bubbles.</p> <p>Like salt, Christians should make a difference – preserve and encourage what is good in the world, stop things going bad or rotten – how? By encouraging truth and fighting for justice?</p> <p>Like light, Christians should shine so people can see God in them, and so they can find their way in life. How? By doing good things?</p>	<p>could we remove it? (evaporation)</p> <p>Geography Link: Where is salt always found in water? (sea) Salt farming? Why do we use so much salt? (Preserving)</p>
<p>EXPLORE Christian understanding of 'mission' through (i) Biblical narrative</p>	<p><i>Teacher's Note: Jesus is recorded as giving a last message to his followers: Go then to all peoples everywhere and make them my disciples. (Matthew 28 v.20) This is known as the Great Commission, when the disciples are given the task of spreading Jesus' message around the world.</i></p> <p><i>Luke adds that they should not set out on the mission until the Holy Spirit came and filled them with the power they needed to do be his witnesses (Acts 1 v.8).</i></p> <p>What is the Great Commission that Jesus gave to his disciples?</p> <p>What is a commission?</p> <p>Sam's mum has been commissioned to bake a cake for an important occasion. There is going to be a big celebration at church. Sam's mum is brilliant at cakes and this is very special and very big.</p> <p>What is a commission? When someone is asked to do a special piece of work, a job, for someone, or when we ask someone to do a special job for us. What has Sam's mum been commissioned to do? I wonder who asked her. Did she <u>have</u> to say yes? People can accept commissions or turn them down.</p> <p>What kind of a commission are these children singing about?</p> <p><i>Teacher's note: People are commissioned to do portraits, design new cars, games, or given commissions in the army, etc ...</i></p>	<p><i>To find the Bible words, look them up in a real Bible or type the reference into https://www.biblegateway.com/</i></p>



Look at the words for 'Change the world' and listen to the song.

- <http://worshipsongs.org.uk/audio/change%20the%20world.mp3> (song)
- <http://worshipsongs.org.uk/words/change%20the%20world.pdf> (words)
- There is also a video of children performing the song online.

What mission have Christians been called to? Discuss the possible meaning of 'commission for a mission'. Is 'changing the world' a bit like being salt and light?

As an alternative, listen to 'We will go' sung by the Watoto Children's Choir. What Christian mission are they singing about?

What, for Christians, is the Great Commission? Who gave it and who received it?

Gather children for role play (with whiteboards!) Ask for a volunteer to be Jesus, stood apart. The rest join either Jesus' followers or a group of observers! Imagine these are the last moments of Jesus' life on earth.

People believe last words are important. What would be good last words for Jesus to say (apart from goodbye!)? Children to whiteboard ideas and show.

If Jesus gave them a **mission**, what would it be? Use whiteboards again.

Ask child playing Jesus to read Jesus' last words from **Matthew 28 v 18-20**. Display on class whiteboard so all can see the words being read.

This is called 'The Great Commission'. Remember that Christians believe Jesus is 'God on the earth'. He was giving them an order. 'Go!' Practise reading the words out loud as a command.

What did Jesus tell his followers to do? Why would they want to obey? Have Christians done what Jesus said?

What 'Great Commission' would you give your friends?

If you could commission your friends to change the world by doing one thing, what would it be?

Final whiteboard idea and show. Set up your own 'commissioning' board – see **EXPRESS**.

*The song is also available on 'Waiting for Christmas' cd – see **Resources**.*

*Be sensitive to the fact that not everyone will want to act in a religious story. Always ask for a **volunteer** to play Jesus where needed.*

"The Great Commission is not an option to be considered; it is a command to be obeyed." Hudson Taylor

EXPLORE

Christian understanding of 'mission' through

(ii) Church Practice

Teacher's note: Once a year the church celebrates its birthday. It is the day called Pentecost, which comes 50 days after Easter and remembers the moment the Holy Spirit came to empower the church for the mission Jesus had commissioned them to do for him. An international movement called 'Thy Kingdom Come' encourages Christians across the world to pray in the ten days before Pentecost for people to become Christians.

How did the church get started on its mission?

Amongst his last words, recorded in Acts 1 v.8, Jesus promises that God the Holy Spirit will come and give the disciples power for their task.

Sam is excited. What has his mum been commissioned to make? A cake. It was very big, a big birthday cake for the church. They were taking part in the biggest birthday party ever. There were going to be bands and games and balloons. It was all to celebrate Pentecost.

His mum was being very secretive about the cake: all she would do was tell him was the cake had something to do with the story of Pentecost. Sam thought it would be good to check up on the story and see if he could guess about the cake.



What happened at Pentecost?

Look at these pictures of the Day of Pentecost (and others) and try to work out what is going on. Can you spot the similarities? Write questions about the pictures on post-its.

Sam has got the story in his Bible. Find it in **Acts 2 v. 1-17, 36-47**. You may prefer to read it from a children's Bible.

Jesus sent the Holy Spirit, to give his followers strength for their work. He had not left them alone. Jerusalem was full of people from all over the world, who had come for a Jewish festival, they heard about Jesus too because the disciples were suddenly able to speak all



Two alternative ways to EXPLORE mission and Pentecost:

Experience Pentecost – 6 reflective stations exploring how the church's mission began, as well as looking at its mission today.

The Promise: a musical from Norwich Diocese, sing your way through the story and stage a simple play.

Select a range of Pentecost pictures. Those shown with permission are: Paul Forsey, Jesus Mafa, He Qi. Find others at <http://www.freebi-bleimages.org/illustrations/Is-pentecost/>

The story is told in song by Don

sorts of languages (tongues). Those who heard were amazed and took the message back to their own lands. Which countries do your 'Pentecost' artists come from?

Look back at the pictures. Can we answer our questions about the story? Ask children to write about one of the pictures. Can we explain what the artist has drawn?

What happens at Sam's church at Pentecost?



Sam and his friends enjoy Pentecost at church. There is a party atmosphere. Everyone tries to wear something flame-coloured. I wonder why?

The vicar reads the story from the book of Acts (as above). People in the church pray for missionaries around the world who are telling people about Jesus even today. Their whole church has been praying especially hard for other people to find out about Jesus during the ten days since Ascension; they are part of an international project called 'Thy Kingdom Come'. Some of their friends have gone to a big celebration in Trafalgar Square in London.



They say the Lord's Prayer in as many languages as possible to remember how the disciples were given power to talk in many languages as they told people about Jesus. At the end of the church service, there is a party for everyone with a great big cake. Guess who made the cake! And have you got any ideas about what shape it was? Sam thinks you should guess!

Maybe you could design, and even make, a Pentecost cake! See **EXPRESS**.

Can you find out what happens in your local area / Cathedral / big city for Pentecost?

What was the 'Biggest Birthday Party ever'? (something to investigate?)

Several years ago churches got together for a big inter-church multi-cultural celebration, with a carnival atmosphere, to celebrate Pentecost. What did they do?

- http://www.hopetogether.org.uk/Groups/208857/HOPE/Mission_Moments/Pentecost/Pentecost.aspx#.VNis9k0YTrc
- <http://www.sharejesusinternational.com/tbbpe/>



Francisco's The Power

Find out more about 'Thy Kingdom Come' e.g. <https://www.thykingdomcome.org/global/stories/trafalgar-square-comes-alive-thousands-Christians-attended-pentecost-sunday-celebrations>

The Lord's Prayer in different languages on the Lord's Prayer CD – see [Resources](#).

EXPLORE

Christian understanding of 'mission' through

(iii) Christian living

Teacher's note: When Jesus said you are the salt of the earth you are the light of the world he was speaking to a crowd. The 'You' meant all of them. Christians believe they are all 'Missionaries' – Christians are all called to go. For some this will mean a geographical move to work for the better in a different place, for others it will mean being salt and light in their homes, schools, work places and community groups.

The Anglican Communion worldwide has adopted Five Marks of Mission, which help categorise the kind of jobs the church should be doing. <https://www.anglicancommunion.org/mission/marks-of-mission.aspx>

How do Christians get involved in the church's mission in their everyday lives?

Can you do high fives? Sam enjoys doing high-fives. He has been teaching his little sister to do them but she keeps missing his hand. Sam was a bit surprised when the vicar asked him to demonstrate a high-five at church.

Five is an important number, said the vicar, an important number to help us remember what our mission is as a church.



What are the five marks of mission in the Anglican Church?

Use the information sheet in **Appendix 1** to discover what the five 'Marks of Mission' are (tell, teach, tend, transform, treasure). You may also find these helpful:

- <https://request.org.uk/restart/2016/08/10/the-greatest-commandments-and-the-five-marks-of-mission/>
- <https://www.frsimon.uk/the-five-marks-of-mission-for-children-and-your-school/>

Listen to the song 'Change the World' again. Cut up the words of the song and match parts to the different marks of mission. Which marks does the song concentrate on?

Are any of the Marks of Mission more important than the others?

Divide class up into five groups. Each group is to investigate one of the marks of mission:

1. Design a symbol for the mark of mission you have been given.




'Anglican' refers to churches globally which identify themselves with the Church of England. Africa has the largest churches in the Anglican communion.

Not all Church of England members will know the 5 marks of mission – maybe you will educate them!

"The Church is the only organisation that does not exist for itself, but for those who live outside of it."- William Temple, Archbishop of Canterbury 1942-4

	<ol style="list-style-type: none"> 2. Find pictures which go with each mark. 3. Interview a Christian to see if they, or their church, do anything about this 'mark' i.e. how do they 'tend' people, or how do they 'treasure' the earth? 4. Investigate at least one website of a Christian organisation. 5. Write a description explaining your mark - for a display 6. Write why you think your mark is the most important. <p>A Church of England's strap line says: A Christian presence in every community.</p> <ul style="list-style-type: none"> • Churches are better at some marks of mission. Does their work serve the <u>common good</u> as well as the Christian community? • Is one mark of mission more important? Which could you get rid of / take away? If you do this, will it make a difference? <p>Alternative:</p> <p>Investigate Mission Aviation Fellowship which ferries Christian missionaries, NGOs, and medical emergencies to isolated communities.</p> <p>MAF says: <i>We fly across deserts, jungles, mountains and swamps; delivering anything from doctors to ducks, Bibles to blood. Why? Because God has given us a vision: to reach isolated people and see their lives physically and spiritually transformed in His name.</i></p> <p>Their work exemplifies the varied work that Christian missionaries do today. Their website has lots of detail, including sections for children. https://www.maf.org/home</p> <p>See the EXPRESS section for an example of how to share your learning.</p>	<p>Your 'local Christian' might be a vicar, member of the Open the Book Team, the Bishop, a parent.</p> <p><i>(photo used by permission of MAF)</i></p>
<p>EVALUATE our RE learning in this unit</p>	<p>Teacher's note: <i>Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</i></p> <p>What have we learnt? How well have we learnt?</p> <ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p.16. 	<p>See p. 17 (Assessing RE in your school) below for decisions on how and what to assess.</p>

	<ul style="list-style-type: none"> • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Encourage discussion to construct an answer together. • Ask children to self-assess e.g. using traffic light colours, and explain their progress • Use the KS2 SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the Assessment framework in use in your school. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Using the symbols: Look at the 'person on a mission' picture on the front of the unit. Is this a good symbol for Christian beliefs about mission – how could it help you remember this unit of work? Is there a better symbol?</p> <p>What will you remember about this unit and the Christian belief we have been learning about?</p> </div> </div>	<p><i>NB Different schools, different requirements! Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for use.</i></p> <p><i>A4 symbols on flash drive. The symbols from each unit can help recall key beliefs in each religion.</i></p>
<p>EXPRESS your RE learning so it can be shared with others</p>	<p><i>Teacher's note:</i> You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • Create your own art work around Pentecost. It may be suitable for not only a competition in your own school but also the national 'Spirited Arts' competition.. Check the categories. The entry form has great prompts to help pupils describe their work. https://www.natre.org.uk/about-natre/projects/spirited-arts • Put up a photographic display, if you visited 'Experience Pentecost', with labels which explain your learning. • Display your work on the Five Marks of Mission and invite a local vicar or even the Bishop to see the work. Maybe it could be put up in the local Anglican Parish Church. 	<p><i>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</i></p>

- **Prepare a presentation on Mission Aviation Fellowship** or another 'mission' charity with a Christian foundation. Give the presentation in assembly or ask to talk to a local church and explain to them why Christians should support this organisation.
- **Set up 'The Commission Board'**
 - Children write their own 'commissions' on how the school community could be changed for the better on post-its.
 - Challenge children to select a post-it written by someone else and go on their mission to make the school a better place i.e. Do it!
- **Set up your own Five Marks of Mission** and challenge the children the 'mission' of achieving all five tasks:
 - **Tell** – Present an assembly about Jesus and his ideas about his followers being salt and light.
 - **Teach** – Read or act out the Bible story of Jonah to EYFS / Y1 and explain a bit about what it means.
 - **Treasure** – Select an area of the local community to do a litter pick
 - **Tend** - Spend time at a local nursing home – sing to them etc. or help at a Salvation Army coffee morning etc.
 - **Transform** – Think of an area of life you think is very unjust and write a letter.

Appendix 1 – The Five Marks of Mission

To proclaim the good news of the Kingdom

We can **tell** others about Jesus and why he is important to Christians.

To teach, baptise and nurture new believers

We can **teach** others about God and pass on the stories of the bible.

To respond to human need by loving service

We can **tend** those in need and look after ourselves and others.

To seek to transform unjust structures in society

We can **transform** the world for at least one person and make a difference.

To strive to safeguard the integrity of creation, and sustain and renew the life of the earth

We can **treasure** the world we live in and preserve it for others.

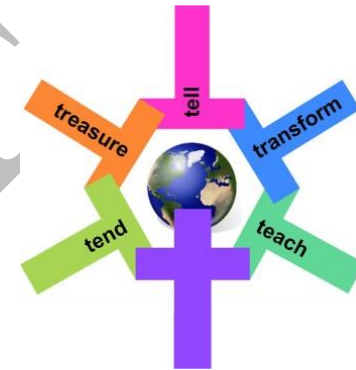
TELL

TEACH

TEND

TRANSFORM

TREASURE



The Five Marks of Mission

Assessing RE in your school

There are many ways to assess RE. Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. You may be asked to begin assessing pupils' overall progress in RE by referring to 'End of Year expectations', as is the case in the Suffolk versions of these units.

You may simply need to know how pupils have progressed in this particular unit, in which case, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What does it mean 'to be on a mission'?
Developing: Draws on the lesson material	Q2 What kind of mission was Jonah sent on?
Expected: Applies concept / answers key question	Q3 Why do Christians believe they are people on a mission?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 How could you be a 'light' in the world?

Resources for this enquiry:



Sam - an imaginary Christian character, who will help you talk about things Christian children learn or do. They provide a context for pupils' learning which is easier to handle than talking abstractly about religious people. You can create your own cartoon characters or use suitable photos of children to create similar characters. The name 'Sam' is immaterial; feel free to change it.

Sometimes scenarios can be created around Sam's life to start a discussion. He can introduce things which might happen at his church or at a different church. He can sometimes help by bringing in a bag containing Christian artefacts or books e.g. his Bibles – a children's story bible and a real one with chapters and verses.

In this unit, he brings in 'salt and light' and his real Bible which he is learning to use. He looks forward to celebrating Pentecost at church and learns more about the Pentecost story, while his mum makes a cake for the Biggest Birthday Party Ever! He exchanges a high-five with the vicar and discovers five important things his church does as part of the Great Commission Jesus has given all Christians. You may find other ways to introduce him.

Recommended Bible resources:

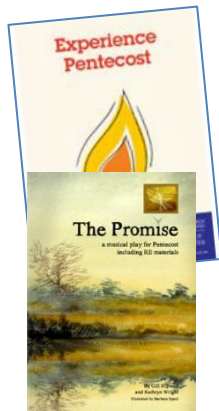
- Lion Children's Bible – Pat Alexander (Lion Hudson)
- Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- Barnabas Children's Bible - Davies and Piwowarski <https://www.brfonline.org.uk/products/the-barnabas-childrens-bible>)
- Good News Bible (www.biblesociety.org.uk) - 'real' Bible with books, chapters and verses, and in various editions with different covers / costs / bulk offers
- www.biblegateway.com – Here you can look up any Bible passage by entering the name of the Bible book, chapter and verses. We recommend the Good News Translation (GNT) but there are other versions and a variety of languages – useful if you have many languages in school and to illustrate the global nature of the Christian faith.
- **Bible App** – it may be useful to have a Bible app on your phone! Free download.
- **Open the Book** – a national organization that encourages local churches to tell stories from The Lion Storyteller Bible in Collective Worship, acting stories with costumes and props and involving the children. Their website is: <http://www.biblesociety.org.uk/about-bible-society/our-work/open-the-book/>. For local details, contact the Diocesan Schools' Adviser- education@cofesuffolk.org
- The Hard to Swallow Tale of Jonah and the Whale - Joyce Denham (Lion Children's Books) Some illustrations can be seen at <http://www.amandahall-illustration.com/work/the-hard-to-swallow-tale-of-jonah-and-the-whale/> and could be used to recap parts of the story.



Music and song:

- <http://worshipsongs.org.uk/> 'Change the World' lyrics, music, audio and video can be downloaded here under Children's songs. Some other songs also fit the agenda for change in the world e.g. We can make a difference.
- 'Make a difference' (Fischy Music) if possible – see lyrics at <http://www.fischy.com/song-lyrics/make-a-difference-lyrics.pdf> and sample of song: <http://www.fischy.com/songs/make-a-difference/>
- We will go – A song from the Watoto Children's Choir

Other Resources:



Experience Pentecost – Six reflective stations based on themes of Waiting, Receiving, Telling, Doing, Sharing and Growing, which are explored in children's lives and in the Pentecost story: Waiting for the Holy Spirit to Come / when the Holy Spirit came / the believers begin to tell others / the believers take action/ the believers work together / the church begins to grow. The 'Experience' can be set up at school or in church. The whole 'experience' contributes to pupils' SMSC as well as their understanding of a key Christian festival. Available from: <http://gloucester.anglican.org/schools/jumping-fish-publications/>

The Promise – Kathryn Wright and Gill Hipwell (pub. Norwich Diocese) - *The Promise* is a musical play for Pentecost including RE materials, script, songs, support materials, and with a Resources CD and Music CD Available from: <http://shop.dioceseofnorwich.org/products/the-promise>

Lord's Prayer Project CD – a music CD including 12 sung Lord's Prayers, assemblies, BSL, Reflective story on the Lord's Prayer, and a whole school RE day. Available for £15 + p and p from education@coesuffolk.org



Initial ideas for this unit were worked on by Wendy Rayner (Kingsfleet Community Primary School, Felixstowe) and Catherine Adams (Christian Youth Ministries, Ipswich) at the Emmanuel Project days at Belsey Bridge and revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!