Practical RE ideas from the primary RE classroom:

Going Wider.

This seminar will use 6 examples of published primary RE 5-11, and set an agenda for anyone who wants to share their work on a wider stage than their own school.

The challenge to deal with religion in theoretically coherent but practical and engaging ways will be the main focus.
Our Team Model Church (design and RE together)

Julie Taylor of St Williams Catholic Primary School in Bradford tried out this activity, and sent us her photos from her Year 1 Team Church. This is how to do it. Put the class in 6 small groups of 4 or 5 and give each group one of these tasks. TAs and teacher can move between groups to help. Plan to make it epic! This activity is easily adapted to the buildings of other religions – why not get Y3 to do a mosque or synagogue and share the results between different classes?

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<thead>
<tr>
<th>Team A: Here’s the church... Build a cardboard box church.</th>
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<tr>
<td>Provide the children with a huge box, and tell them it is going to be turned into a church. Talk a lot before this starts! They will need help from an adult with a big pair of scissors or a cutting knife. How will the box be best used? Can it be done so people can see inside? What are the 5 other teams doing to fill up the church? Involve all the children in the decisions and then in the action to make the church-box work. Discuss with the children why a church needs to be a big building and what happens inside.</td>
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<tr>
<th>Team B: Here’s the steeple... A Tower and a bell</th>
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<tr>
<td>This team are also going to do some big scale box modelling. Get them to look at some pictures of a church tower or spire, and tell them their challenge is to make one to go on the side or the end of the model team A are making. Provide a narrow, long cardboard box or similar for them to use. Discuss what a tower is for. What does the clock tell people (not just the time! Something about prayer and worship)? How does it show that the church is an important building? How can they make and paint their tower to show what matters most? Can they put a bell in it? Why?</td>
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<tr>
<th>Team C: Lego furniture</th>
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<tr>
<td>Talk to this team about the things they find inside church. There might need to be an altar for the sacrament, and a font to welcome new babies, some images and statues of saints or of the Blessed Virgin Mary, an organ to play the music for hymns, a crucifix and some other crosses. Let the children know about what the other teams are doing and let them see what scale will work best. Can they make lego furniture?</td>
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<tr>
<th>Team D: Making Windows from stories of Jesus</th>
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<td>Give the team members an outline on paper of a blank church window, and tell them that we are making some windows for our class’s team built church. Ask what pictures they think could go into the church windows, and show them some examples of stained glass windows. Pictures could be selected to copy (keep it simple) or children may remember key stories about Jesus and choose to do a stable, or a lost sheep.</td>
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<tr>
<th>Team E: Open the door and here’s all the people</th>
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<tr>
<td>Tell this team that their challenge is to create the congregation for the church. You could do this in different ways – easiest is to collect ‘small world’ people already in the class to bring to the church (lego? Playmobile?). But it may be better to give them a lot of dolly pegs, and dress them all in different coloured tissue. Faces can be drawn on carefully with a sharpie pen. Or could you use a cardboard template? Can they make 20? 40?! All ages and all kinds of people. It’s probably good to get this group to plan some pews or seating as well – the task of making seats is one everyone can join in, so share it with which ever other group finish first.</td>
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<tr>
<th>Team F: All around the church</th>
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<tr>
<td>Ask this team to decide how the whole model church can be put into a churchyard or garden. Will this be in the classroom or will it be assembled on the floor or on a table in a display space somewhere in school? They should create the green grass floor (cloth? Tissue? Paint?), and think about how to make it like a churchyard (don’t go overboard on ‘graveyard’!). A school grounds walk might help to gather twigs to use as trees and other natural materials to make the outside of the church beautiful. This may be a long task too, and pupils from other teams can join in and help – cooperation, not competition.</td>
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Get each team to share its work with the others. Tell children that the Bible compares the church to a body, where the hands do one thing and the feet another, the tummy matters and so does the tongue. Tell the children that our teamwork is like the church itself. Christians believe God is pleased when we all co-operate, when we all do our bit. Ask the children to make up some prayers, and to practice a song for the ‘opening’ of the church, and have a little ceremony. Can some of your writers make a poster inviting people to come? Ask children to take and use photos of the teams working to show how the church is built. Link community and activity together as a way to learn what it means to belong to the church.
Julie writes:
The children really liked this activity. They took ownership of the activity and really worked well as a team.
We were just coming to the end of our ‘Families and Celebrations’ topic and thinking about the different reasons that people come together in church. We visit our parish church for Mass regularly and during one visit we talked about the things we find there. We took photos and talked about the different things we could see. We also looked at photos of churches on the internet.

What did they do? The children were then asked to design their own church and think about what they would need inside. The project of creating our class church was a weeklong activity. At the beginning of the week the children were split into mixed ability groups and each group thought specifically about different aspects. e.g. the shape of the church, the steeple and the cross, the furniture, the congregation and the surrounding area outside the church.
The children took ownership of the activity from then on and asked for materials they needed. We used any resources we needed from our classroom including boxes, Lego, stickle bricks and lots of collage material for the congregation. At the end of each session the children would come together and talk about the things they had made and their reasons for doing so. These discussions really showed that they were really thinking about the people who go to church and what they would need.
One of the children came up with the idea of creating a stained glass window which led us to look into researching their purpose. We used acetate paper to create our windows.
When the church was complete the children were very proud of what they had created. They displayed their church for the rest of the school and in front of their parents.
Our head teacher was very supportive and decided to display our class church in the entrance of our school. To go alongside this, the children produced writing to inform others about the features of our church and their purpose.

What did they learn? I think that this project really helped the children think about and understand why church is a special place. The project gave me time to go round and talk to the children about things people celebrate in church. It helped them to recognise things that they regularly saw in church and think about why they are important. They developed their abilities to explain the purpose and importance of lots of aspects of the church. It really gave them time to reflect on what people need from a church. The children really thought about the surrounding area and wanted to include a place for people to just sit around a little pond.
We also talked about the differences between the church and other religious buildings. For example some of our children who are not Catholic enjoyed the chance to discuss what they saw in Mosques. The most important thing I learned here was to go with the ideas of the children. We had plenty of resources and pictures available but let them take complete ownership. It worked beautifully. There are lots of opportunities for cross curricular links. From one project we got speaking and listening, literacy, ICT, art and DT skills.

What next? I was very proud of the way my class came together as a team. They enjoyed it and I was surprised at how much knowledge and understanding was displayed by nearly every child in the class. I am now considering incorporating this activity into a Multi-Faith topic and creating other religious buildings from other faiths.

Outcomes (for 7 year olds, from the REC Framework for RE 2013)
Pupils will be able to:
- Recall and name aspects of Christian worship so that they can find out what they mean (A1)
- Recognise symbols which express a Christian way of life (A3)
- Ask and respond to questions about what communities do and what belonging means (B1)
- Explore questions about belonging such as ‘How do people show they belong to a Church? How do we show we belong to our school?’ (C1)
What Is Love? Answers from the 6 year olds

Rachel Buckby teaches at St John’s CE Primary School in Leicester – she is a member of the NATRE executive. She wanted to begin to use sacred text thoughtfully with her infants. Here’s how she did it: ideas you can copy with your 6 year olds.

This lesson followed half a term’s whole school focus on the Christian value of Love using the passage from the Bible in 1 Corinthians 13 v 4-7. The theme was focused on in times of collective worship as well as being reinforced within the daily life of the school, encouraging the pupils to put into practise what they had learned. I decided to see what the children had learned from this focus and to allow them to personally reflect on what it means to them and how they can apply it to their lives. I used the objective: ‘I can talk about what love means to me’. With a class of very enthusiastic writers and a whole school focus on the development of writing I decided to tackle this through a written activity.

The lesson took place just before St Valentine’s Day, so there was a feeling of anticipation. I took the opportunity to link in the school’s Christian value of love.

As a class we recalled the ideas of what love is and isn’t from the Biblical passage. This was done through sharing ideas with learning partners and feeding ideas back in class discussion. The children were encouraged to think about their own ideas of what love is and isn’t. How do people show love to friends? The community? In the wider world? The children were given heart shaped paper for their written responses.

After a couple of giggles about love they came up with great ideas. They were very keen to share their ideas with each other and were extremely motivated to write their ideas down. This activity produced some very pleasing standards of writing as well as thoughtful ideas on what love means to them. The children enjoyed writing their ideas and a couple were chosen to share their ideas in a whole school assembly, shared with parents.

I was particularly pleased with pieces of work where children had given their own ideas of what love means to them. “Love is smiling”, “love is hugs”, and one of my favourite ideas was ‘You can’t stop love from spreading.’ I also particularly like the simple ideas that love is fantastic and happy. It was also great to see them link their own ideas of what love isn’t such as hitting and bullying, relating to issues that they may come into contact with throughout their daily school life and developing within them an awareness of how they should behave, making good and bad choices.

I was pleased with the writing. Children were able to confidently compose their own simple sentences and therefore practise using capital letters and full stops, something we are always reminding children about in year 1! They were motivated by this work which led them take care to present their work particularly well too.

If I was teaching this lesson another time I would provide the children with opportunities to respond in different ways such as through art work, maybe linking to the artist Jim Dine’s work on hearts where children could draw images of their ideas about love inside the hearts. I would also encourage them to link their idea to a specific example such as when they need to show patience, such as waiting in the dinner queue. I might also encourage the children to use ICT skills to take photographs of examples of living out what love means & maybe even make it into a little film.

This was a lesson linked to the Christian value we had been focusing on as a school and not part of our RE scheme of work that we were working, but where there is an opportunity to include RE into the broader curriculum I grasp that opportunity.

Rachel Buckby teaches Year 1 at St John’s CE Primary school in Leicester
Whisper or Shout? Learning from Muslims about God for 4-6 year olds

Background knowledge for teachers
Muslims teach their children about God from when they are born, and they have many ways to do this. In RE it is good for all children to learn about each others’ cultures and beliefs. So this section of the book offers simple ways to use Muslim family practice and worship to get children thinking for themselves about God. The Muslim community in the UK has grown in the last decade from about 1.8 million people to about 2.7 million, from 2.8% to about 4.8% of the population. This means that even if you have no Muslim pupils in your school, it is part of understanding the world to teach all children about the Muslim religion. Here are some activities which might be fun, that look very simply at Muslim belief and practice, making clear connections to the life of any child. The learning intentions are framed here in relation to Early Learning Goals (England, 2012), but can be easily adapted for your syllabus in any Infant setting in the UK.

Links across the curriculum
This work connects easily and clearly to communication and literacy objectives, including the good use of a simple story and through play based learning. The children will make some towers too, and this connects to learning in art and design, so that they can use their imagination and respond to experiences in a variety of ways, learning from what they see, hear and touch. The full Adhan (call to prayer) can be found at www.islam4schools.com This is a classroom friendly website.

SMSC
Children will have opportunities through this work to develop their sense of the spiritual (by thinking deeply about God), the moral (by showing respect to others) the social (by working together) and the cultural (by learning from different cultures).

Assessment for learning ideas

<table>
<thead>
<tr>
<th>Early Learning Goals (England)</th>
<th>How this work delivers simple RE objectives in relation to the goals:</th>
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<tr>
<td>Personal Social and Emotional Development</td>
<td>Children will be able to:</td>
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<tr>
<td>Self-confidence and self-esteem</td>
<td>• Notice and identify simple aspects of what Muslims do</td>
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<td>• Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.</td>
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<tr>
<td>• Have a developing respect for their own cultures and beliefs, and those of other people.</td>
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<tr>
<td>Cultures and beliefs</td>
<td>• Learn from some Muslim artefacts</td>
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<tr>
<td>• Begin to know about their own cultures and beliefs and those of other people.</td>
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<tr>
<td>Understanding the World</td>
<td>• Recognise some Muslim words and some ways Muslim live, simply</td>
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<tr>
<td>Exploration and investigation</td>
<td>• Talk about what matters to Muslims and what matters to them</td>
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<tr>
<td>• Investigate objects and materials by using all of their senses as appropriate.</td>
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Essential knowledge for pupils
• Children will learn that the Arabic word for God is Allah, and Muslims use this word in many ways.
• They will learn what is whispered to a new baby and what is shouted from the tower at the mosque.
• From this they will be asked to think about some words that matter a lot to them, and when they might be whispered or shouted.
• They will use pictures and games to secure a simple, understanding of what matters to Muslims and think about what matters to them.

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Whisper or Shout?

This can all happen in circle time. Begin the activities by telling children we are going to learn about whispering. Ask them to talk in pairs about when it is good to whisper. Play a game of Chinese whispers – it is boring if the circle is too large, so set up three or four circles of about 6-8 children to do this. Give them some messages to try out first: ‘There is cheese pie for dinner today.’ ‘Mrs Jones is having a baby in the summer holiday.’ ‘Everyone should remember to be kind.’ ‘When Baby is sleeping, don’t make loud noises.’ Ask the children if it is true that whispering makes us listen carefully, and talk about why we whisper – to tell a secret, or to ‘not wake the baby.’ Some children have a baby in their homes: ask if they will share what kinds of things people say to the baby, and the kinds of voice they use. Make it fun.

Tell the children that there is one religion where a new baby gets a message in whispers at the very beginning of life. Show them a picture like this one, where a Muslim dad whispers the Adhan, the statement of Muslim faith, into his new baby’s ear. Ask them first of all to make some guesses: what is happening? How does the man feel? What is he thinking? Will he shout or whisper? What will he whisper? Then tell them what is really happening, and ask them what they like about the picture. The words ‘God is most great’ There is no god but Allah’ are a part of what Muslims pray 5 times every day. They are very important words for Muslims. Ask the children to think about whispering to a baby. If they could choose some words to whisper, what would they choose? Give some ideas:

Welcome to the World! (or ‘Family’?)
You are loved and you are lovely!
You will have happy days in your life!
The fun starts here! (or ‘the learning?’)

Which ideas do the children like, and can they suggest some ideas of their own?

Play based learning:
If you have some small world people, or some dolls, or a Querk in your classroom, suggest to the children that they play whispering to the toys. If you can, sit some dolls in the middle for circle time, and ask the children to whisper important words to them. Would it be good to have an afternoon when we all whispered, once in a while? It makes you calm, helps you listen, and keeps the classroom peaceful. Are there other things children like about whispering? Tell them the next time we talk about the Muslims, we will do shouting. Have a little practice before the end of this session if you like – it releases energy!

Shouting? In school?

Ask the children: Do you like to whisper or do you like to shout? Most of us like to do both at different times. You could begin this work by challenging groups to build big towers out of whatever blocks you have. This can be fun in circle time as well: can anyone make a 20 block tower, without it falling down? What is the tallest Jenga tower you can make? Remind the children about the words Muslims whisper to new babies and the words they chose to whisper.

Muslim custom is to whisper to a new baby ‘God is most great. There is no God but Allah’. Talk about these questions: Why whisper? Why not shout? Why these words? How does it feel? Does it matter that baby doesn’t understand?
last time. Tell them that shouting is sometimes important too! When is it good to shout? When is it bad to shout? (Football? Across a distance? In the park? At home? If we are cross? In the playground? In a crowd? In the classroom?) Tell the class you are going to do some shouting together. This sounds like a crazy idea, but actually works well – some ‘shouting to order’ is fun and can even reinforce the teacher’s control of the class! Tell them that you would like to hear their ideas about good words to shout, and give a few moments for talking partners to come up with ideas. Suggest some of your own, maybe:

Every child is important
We all have to be fair
Donuts are delicious
Every day, learn something new
We all love the holidays

Tell the children that you will shout the lines first, and they can all shout back. Make it fun.

Move on to tell the children that a Muslim place to pray is called a mosque, and mosques have a tower. The tower is called a minaret, and it is for shouting. Show some pictures of you can, and talk about other buildings with towers. The tallest minaret in the world is 210 metres, 689 feet tall. It is part of the Hassan II Mosque in Casablanca. In olden times, when people had no watches or clocks and no loudspeakers, the prayer-caller would climb the stairs of the minaret and shout from the top when it was time to pray, 5 times a day. He would shout things like: ‘Prayer is better than sleep’ ‘Come to Prayer’ ‘Come to God’ ‘There is not God by Allah.’ Do the children remember what was whispered to the baby? It is the same as one thing shouted from the top of the Minaret: ‘There is only one God.’ Can we find out from what people whisper, and what people shout, what matters most to them? What really matters to Muslims? What words are most important to Muslims? Allah is most important to Muslims. It’s not a good idea to get children to join in with the religions they study, so don’t have the whole class shouting the call to prayer.

| Photo by Yu. Krasnov © OreCA.com | The tallest minaret on earth. |
Play based learning

Outside the classroom: A shouting competition. Who has the loudest shout?
Ask children if they would like to have a shouting competition (you bet!) Can the chosen contestants go to the highest place in school (a top floor window? Good supervision is essential. Can they shout loudly some of the important words or sentences other children have suggested, to the rest of the class across the playground? Who is best at making themselves heard?

Inside the classroom: Junk model towers
In teams children make a tall tower out of whatever they can. They use a little model person (Lego? Made from a peg?) to be the shouter. An adult writes a simple card speech bubble for the thing they would shout, and another bubble for the words a Muslim shouts. There is a display of towers.

Whisper Down the Line: a simple game.
5 teams of 6 sending a whisper down the line. Use sentences so simple that they have a chance of ‘holding their shape’! Examples could include:
‘A minaret is a tall tower on a Mosque’
‘There is a religion called Islam’
‘Muslims believe in one God’
‘Muslims say Allah for God’
‘Muslims whisper to babies about God’
‘Don’t shout at a baby, because it is frightening’
This simple game contributes to SEAL objectives, and enable children to practice listening skills and attention to others.

A Persona Doll activity for learning from Islam
• Does your school have a Muslim persona doll? Many excellent RE lessons use persona dolls to explore aspects of different religions. If you have a Muslim doll, then s/he can ‘talk’ to the class about welcoming a new baby into the family. Include in this session:
• Talking to the pupils about differences in practices of welcoming a new baby
• Explaining that in Islam, the first words a baby hears are whispered into his ears and they are about God: discuss why this might be important to Muslims (the words are ‘God is most great.’).
• Using the doll to exemplify the practice of shaving a baby’s head, and weighing the hair in order to give an equivalent amount to charity in silver. Discuss why Muslims might do this. It’s a way of thanking God by helping the poor. When do the children see others being generous with money?
• Talk about how a Muslim baby is often named after someone famous in the history of Islam. Why might a parent do this?
What do Christians say God is like?

**For the teacher**

RE is a demanding subject to teach to younger pupils because the concepts are difficult and the questions are uncertain. The subject looks at beliefs, which are varied, and so teachers need to be relaxed about saying ‘I don't know’ or (even better) ‘That’s a great question Carly, does anyone else have an answer for it, or a thought about it?’ The temptation to duck the issue when children ask big questions is strong, but good teachers are brave and self aware enough to resist!

This work approaches the question of beliefs about God. The method uses the motto ‘hard concepts are learned through simple activities.’ The activities used here are card sorting, thinking, talking in pairs, choosing an image. The concept of God is as diverse as the number of humans on the planet; this makes it too difficult to handle all at once. This work looks at 5 things Christians say about God, inviting children to respond to these ideas simply.

If you think for a moment about the essential core knowledge of RE, then thinking about Christian understandings of God would surely be part of it: the UK’s and the globe’s largest religion God is the key idea in the Christian religion. Those are good reasons to tackle this topic with 5-7s. Another is that they are rather interested in God-talk.

**Curriculum links**

This work has some good connections to literacy, where in Year 2 pupils begin to see how metaphors can make writing interesting, and in their poetry they look at patterns on the page. The ‘Kenning’ poem used here is a good example of page patterns in two word lines.

**Achievements and outcomes** This work is aimed at the skills of levels 1, 2 and 3 in RE

**Pupils working at step 1 will be able to:**

- Use religious words like ‘belief,’ ‘God’ and ‘Jesus’
- Recognise one thing Christians believe about God
- Talk about God and about their own feelings for themselves

**Pupils working at step 2 will be able to:**

- Identify two or more ideas about God that Christians believe
- Recognise how difficult some questions about God are to answer
- Respond sensitively to questions about God for themselves

**Pupils working at step 3 will be able to:**

- Describe two different things Christians believe about God
- Use a metaphor to express an idea about God for themselves
- Make links between Christian beliefs and their own ideas
Three activities to enable understanding about God: big ideas and big questions

1. **Different roles.** The teacher can begin by explaining some of their own roles – as teacher, son or daughter, parent, friend and so on. The children like to hear about their teachers lives beyond the classroom. Ask the children to think about the different roles they have, for example as:

   Son / daughter
   Pupil
   Sister / brother
   Friend
   Granddaughter / grandson
   Team member (e.g. in sport, clubs, games, class)

Ask them to say two things they do in each role. Some things we do as a son or daughter (give a kiss? have a cuddle?) which we don’t do as a pupil. Other things we do as a pupil (put hand up to speak? Ask before going to the toilet?) which we don’t do when we are being a granddaughter or grandson. Some things we do as a team member, but not as a friend. Gather some examples, and praise the children who give them. Tell the children that Christians believe God does lots of different things. Can they make some suggestions about what they think God does (some may say ‘nothing’)? Can the class make a list of ten or more ideas?

2. **Using a poem to learn what Christians think God does.**

Tell the children that Christians believe God has lots of different roles. Use the ‘kenning’ poem in the box to the right to start this work. Read it to the pupils, and ask them what or who they think it is about. The poem actually has two three line stanzas each about God the Father, Jesus and the Holy Spirit, so it is a simple way to help children think about Christian ideas about God. Put the lines of the poem on the whiteboard (there is a download PowerPoint on the RE Today members’ website from which you can do this, or make a big copy on some cards to use in circle time). Ask the pupils if they can see why each line is something to do with what Christians say about God. Any lines they don’t understand? Maybe someone else in the class can explain? Maybe the teacher can? Ask the children to take one line (i.e. 2 words!) of the poem each, and draw a picture to show what it means. If two children do a picture for each of the lines, then a class book could be made of the results.

Also: write or classify some more: World maker, water walker, tear wiper?
3. **Cards and metaphors: 5 ideas about God.** Use a cut out version of page 12 for this activity. Copy the page enough times to use it in a group of three or four pupils – 8 or 10 sets for the class. Cut it into 15 cards and put them in an envelope.

   a. To begin with tell the children that the cards are made up of 5 lots of three: can they sort them out into the right order? Talk about the five different sets of cards.

   b. Next ask the children which ones they think are the best ideas about god, and why. Talk about their favourites.

   c. Third ask the pupils to make up some more ‘God is like...’ sentences for themselves, and draw pictures to go with them. Share these round the class – you could have a vote on the very best (while praising all the ideas of course!) This little template shows the children how to do it:

<table>
<thead>
<tr>
<th>God is like...</th>
<th>My picture:</th>
</tr>
</thead>
</table>

   | My reason: |
   | Both are... |

   Teach the class that Christians believe in God the Father, God the Son (Jesus) and God the Holy Spirit. Ask them if they would like to ask any question about God, and get your TA to type all the questions onto the whiteboard. Perhaps a Christian visitor to school, or a member of your staff would like to talk about some of the questions, or maybe other children can give their ideas to answer them.

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**Match up: What is God like?**

We asked some older Christian children aged 10: what God is like? They had lots of ideas. Here are 5 of the ideas. Can you match an idea with a picture? Can you match them with a reason?

<table>
<thead>
<tr>
<th>God is like a tree</th>
<th>Big and strong</th>
</tr>
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<tbody>
<tr>
<td>God is like my mum</td>
<td>Cares for you</td>
</tr>
<tr>
<td>God is like a light</td>
<td>Shows you the way</td>
</tr>
<tr>
<td>God is like your shadow</td>
<td>Always with you</td>
</tr>
<tr>
<td>God is like a jigsaw</td>
<td>Puzzling</td>
</tr>
</tbody>
</table>

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Imagine a perfect future for the place where you live.

Saint John wrote this in the Bible.

“\textbf{I saw a vision}  
\textbf{I saw a vision of the future}  
I saw the new Jerusalem coming down to Earth from Heaven, pure like a diamond, clear like a crystal  
\textbf{Gates of gold, open to all}  
I saw the River of Life flowing out of the city  
And in the centre of the city I saw the Tree of Life  
And every leaf on the tree was for the healing of the nations.  
\textbf{There was no crying there. Every tear was wiped away.}”

(Simplified from Revelation 20-22)

Try reading this aloud in some different styles: dreamy and peaceful? Loud and passionate? Precise and sharp? Amazed! Passionate!

Which seems to fit the words best?

Look at the image in the drawing of Saint John’s vision. He imagines the city he lived in – Jerusalem – turned into something perfect. Like most cities, in reality is was a stinky, dirty overcrowded and dangerous place. Imagine your city, town or village, turned perfect. What would it be like?

Write your own vision of the ‘Perfect Town’ for where you live.

What would it look like?

What would it be made of?

What would it be similar to?

Would it be like the New Jerusalem?

What would grow there?

What would flow there?

What would you never see there?
## Share a Story: Challenge: Four ideas for work that extends your 6-7 year olds

### Pairing the stories

Ask children to remember the six stories – they could review them at a computer workstation in pairs. The challenge is to pair them up. Can they discuss and agree that two of the stories are similar in some important way? You could use six pictures of the children to guide their thinking. Can they pair all six, into three sets?

There are many thoughtful ways of doing this. Here are some examples.

The Lost Sheep and Siddhartha and the Swan are both about caring for animals.
The stories about Guru Nanak and the Black Stone both include making a tricky choice.
The Jewish creation story and the Hindu story about Lakshmi are both about God (or a goddess)
Siddhartha and the Swan and the story of Guru Nanak really happened (did some others too?)

### Make another ‘Share a story with’ picture set.

Put some pupils who can organise themselves into a team of 4. Can they make another, seventh chapter for ‘Share a story with...?’

They will need to:
- Choose another story from a religion that they like
- Make it into 12 short sections
- Write their version of the story in 12 sentences, including one which introduces the story teller – one of them.
- Create 12 pictures to go with the 12 sentences
- Make it into a booklet or a PowerPoint, or some other kind of presentation
- Show it to some younger children.

This activity involves teamwork, investigation, storytelling skills, literacy activity and presentation skills.

### Match the meanings.

Here are twelve sentences that express the meanings of the stories to copy onto flash cards for children. Ask pupils in pairs which two sentences go with which story. There is a bit of ambiguity, but the bracket shows a ‘good fit answer’

- Treat every living creature kindly [Bud]
- Gentleness is better than violence [Bud]
- God likes to find people who are lost [Chr]
- Every single person matters to God [Chr]
- Poor people matter as much as rich people [Hin]
- Honesty is best. You may get a blessing for it! [Hin]
- It’s a beautiful world; be thankful [Jewish]
- After hard work, rest is best [Jewish]
- Co-operating is better than arguing [Mus]
- If you trust your leader, you can work together [Mus]
- Being generous matters more than money [Sikh]
- Sharing gives people a great feeling of togetherness [Sikh]

### Messaging a story.

This is a fun way to retell any story. Give children some mobile phone outline drawings and ask them to look at the story and pick out 5 key moments in the story, and imagine the characters had mobile phones. What messages would they send, back and forth, at the 5 key moments?

Here’s one example, using the Sikh story:

1. Use the money wisely, my son. Trade well!
2. Cheers Dad. I’ve not got to market yet, but having a really interesting day.
3. Not got there yet? What are you doing!
5. Food? Are you sure that is the best way to trade?
6. I’ll tell you all about it when I get back Dad
7. And bring the money you have made.
8. Uh-oh. I can explain everything Dad.
9. Son, you’ve not messed up have you?
10. No way Dad, it has been brilliant. God is pleased with what I’ve done.