

Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
1		<p>Could we live without rules?</p> <p><i>To understand that we need rules in all parts of our society which keep people safe and make the group work well together.</i></p>	<p>Children record what rules they have obeyed today.</p> <p>Children put rules into 3 categories: Home; town/ city; and school. Are they different? Why are the rules needed?</p> <p>Think about different people within school context and whether they would want to have different rules.</p> <p><i>E.g. a teacher might want a rule that pupils listen when someone else is speaking but a naughty pupil may want a rule that s/he can speak whenever s/he likes.</i></p> <p>Is it fair to have different rules for different people? <i>(not usually)</i></p> <p>Work in small groups and together as a class to formulate some suggestions for class rules, <i>N.B. teacher has final say.</i></p>	

Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
2		<p>Who makes the rules?</p> <p><i>To understand that rules are given because of the love and care that the rule giver has for that particular group of people.</i></p>	<p>Recap why we have rules. Who made the class rules? Who made the rules for our city? Who makes the rules at home? Look at different characters in the community (<i>e.g. young child, teacher, police officer, judge</i>). Discuss whose rules you would listen to and obey.</p> <p>Discuss characteristics, attitudes and actions of people the children will want to listen to and obey.</p> <p>Read Deuteronomy 10:17-18. Ask each child to list the characteristics they would like to see in God if he is the overall rule maker (<i>e.g. fair, kind, etc.</i>) and the characteristics they would not like to see (<i>e.g. mean, angry, etc.</i>). Highlight the characteristics of God.</p> <p>Discuss if that is someone you would want to obey and why.</p> <p>Play "Simon Says" particularly focused on the rules.</p>	<p>Bible reference: Deuteronomy 10:17-18</p>

Disposition:		Living by Rules		
Week	Date	Questions	Activities	Resources
3		<p>What rules has God made?</p> <p><i>To explore the first 3 commandments of the Bible's Old Testament which help us to understand the character of God and that He is someone we would want to obey and take rules from.</i></p>	<p>Watch a video clip from "Prince of Egypt" (<i>The part when the people are rescued and walk through dry land of the Red Sea</i>). After God had rescued his people he gave them some rules to live by.</p> <p>Discuss the order of rules (<i>the most important rules are always put first</i>).</p> <p>Read Exodus 20:1-7 or The Lion First Bible pages 120-125 (the first 3 commandments). These are the first 3 commandments (of the 10) and they are the most important. These rules are all about a relationship with God. It is what is most important to God, that we are in a relationship with him.</p> <p>Propose different scenarios with who you would listen to and who you would not listen to, e.g. little brother and mum both say "Don't go into the kitchen" - which one will you listen to? Why or why not?</p> <p>Conclude: God always knows the 'big picture'. God loves us and wants to keep us safe. Will we listen to him?</p>	<p><a href="#">Prince of Egypt video/DVD</a></p> <p>The Lion First Bible ISBN 0 7459 3849 3</p>

Disposition:

**Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment**

Week	Date	Questions	Activities	Resources
1		<p>What influences my behaviour?</p> <p><i>Children begin to realise that there are external and internal controls on behaviour.</i></p>	<p>Talk to children about different social situations. Use prompt pictures to find out how the children would react and/or behave in the different situations.</p> <p>Show half the class cards where they are alone in the situation, show the other half the same situation but with a policeman or teacher or someone else in authority in the picture. Compare the results from the pictures.</p> <p><i>Ideas for the situation could include...your friend hits someone, you see some money in the street, your dad drops litter.</i></p> <p>Draw a picture of what influences their behaviour.</p>	<p>Pictures of different scenarios, some with and some without authority figures.</p>

Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
2.1		<p>What behaviour choices do I make?</p> <p><i>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</i></p>	<p><i>The first 2 activities are 5 minute warm ups to get the children thinking, the main teaching point is point 3.</i></p> <p>1. Look at SEAL feelings fans. Ask the children a series of questions around the theme of how you would feel if... e.g. you lost your favourite toy, you get a new puppy, someone copies your work...etc.</p> <p>2. Move from feelings to reactions. Ask the children to describe what these feelings look like in their behaviour. Talk to the children about the feelings they have just explained and add in actions that go with them.</p> <p><i>Continued on next page.</i></p>	<p><a href="http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal">http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal</a></p>

Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
2.2		<p>What behaviour choices do I make?</p> <p>To show that people of faith draw an inner contentment from their relationship with or understanding of God.</p>	<p><i>Continued from previous page.</i></p> <p>3. How do you choose to behave? Using a series of statements, talk to the children about how they would react in those situations. E.g. How do you react when ... you are first one out in a game? you are unfairly accused? you have to share something? someone forgot to do something that means you can't go on an outing? Make the point that reactions should broadly fall into 3 categories: 1. Not expressing feelings; 2. Expressing feelings inappropriately e.g. tantrum; 3. Expressing feelings appropriately, discussing, negotiating etc.</p> <p><i>Generally people of faith have more self-control in difficult situations, which is drawn from their understanding of and relationship with God.</i></p>	

Disposition:		Being Temperate, Exercising Self-Discipline and Cultivating Serene Contentment		
Week	Date	Questions	Activities	Resources
3		<p>What does Islam (or other RT) teach about being peaceful?</p> <p><i>Begin to understand the choice of fasting as a means to inner peace.</i></p>	<p>Explain to the children that fasting is a chosen behaviour that leads to peace. The example that we are going to look at is Ramadan, which is a time within the Muslim faith when fasting occurs. In this situation fasting involves going without food and drink from sunrise to sunset.</p> <p>Look at what the children normally eat and drink during the day and the routines that are involved. (Draw, write, list etc.)</p> <p>Discuss the self-discipline of fasting during Ramadan. What feelings, emotions and temptations might occur during this time?</p> <p><i>The purpose of fasting is to create an inner peace and enable those fasting to concentrate more fully on God.</i></p> <p><i>While the age at which a child will begin to fast has to be decided by their parents, it is unusual for a child below Year 3 to fast because they will not have the physical or emotional maturity to deal with the fast. Eid Al Fitr marks the end of fasting where celebrations occur. Exceptions of fasting are ill health, youth, extreme age and pregnancy.</i></p>	<p><a href="http://www.bbc.co.uk/schools/religions/islam">www.bbc.co.uk/schools/religions/islam</a></p> <p><u>Iram Learns about Ramadan</u> Sajda Nazlee</p>

Disposition:		Being regardful of suffering		
Week	Date	Questions	Activities	Resources
1		<p>What hurts you?</p> <p><i>Begin to understand suffering in terms of its physical and emotional intensity.</i></p>	<p>Discuss with children some of the incidents that occur in the playground. Break them into two groups - those that cause physical pain, such as falling over and those that cause emotional pain, such as name-calling. Can they think of anything that might be in both groups, such as a friend kicking you?</p> <p>Using the ideas that the children have come up with, look at the emotional barometer and ask the children to put each event on the barometer.</p> <p><i>Barometer measures the intensity of feeling so that once they have chosen their feeling, the children can decide how intense it would be.</i></p> <p>Discuss with the children their responses. Then ask the children to think about what their response to the same problem might be after different a period of time have passed. Encourage the children to consider if their colour/intensity would change over time.</p>	<p><a href="http://nationalstrategies.standard.s.dcsf.gov.uk/primary/publications/banda/seal">http://nationalstrategies.standard.s.dcsf.gov.uk/primary/publications/banda/seal</a></p>



Year: Two		Term: Autumn Two	Unit: 3 weeks	Cluster: <b>Compassion</b>
Disposition:		<b>Being regardful of suffering</b>		
Week	Date	Questions	Activities	Resources
2		<p>How did Jesus make people better?</p> <p><i>Introduce how Jesus relieved suffering.</i></p>	<p><i>Explain that Jesus' ministry lasted for only 3 years. Jesus began his ministry aged 30 and ended when he was crucified at the age of 33. During the three years, Jesus performed many miracles, particularly healing miracles, and helped a number of people both physically and emotionally. The story that we are going to look at includes both physical and emotional healing.</i></p> <p>Tell the children the story of Jairus' daughter - (Mark 5)</p> <p>Jesus stopped to heal a woman on his way to heal Jairus' daughter. He restored the woman physically and socially and raised the daughter from the dead.</p> <p><i>Did you know that Jesus is recorded as a miracle worker in the Qur'an also?</i></p>	<p>Big book "Jesus put things right" ISBN 9781859997253 Publisher RMEP.</p> <p>The Lion First Bible ISBN 0 7459 3849 3 Jesus and the Little Girl pages 350-355</p>

Disposition:		Being regardful of suffering		
Week	Date	Questions	Activities	Resources
3		<p>How do Christians (or other RT) try to make things better?</p> <p><i>Begin to understand how people of faith respond to suffering (in our city).</i></p>	<p>Remind children of story from last week. Those who follow Jesus seek to carry on his work and although Christians don't perform miracles, they look to help those in need.</p> <p>Look at the work of Birmingham City Mission (BCM), which is a Christian charity serving people who are needy. Look at the website and/or contact the schools team to see if a visit from the BCM can be arranged.</p> <p>Particular aspects of the work of BCM, which children, will find interesting are hostels for the homeless, resources (food, clothes and furniture for people in difficult situations) and toys for children at Christmas.</p> <p><i>The food that fills the basics bank is collected during the season of Harvest from across the city.</i></p> <p><i>The toys which are given to needy children are collected during November.</i></p> <p><i>You might want to consider getting the children involved in one of these projects.</i></p>	<p><a href="http://www.birminghamcitymission.co.uk">www.birminghamcitymission.co.uk</a></p>

Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
1		<p>Do you like to give and receive presents?</p> <p><i>Begin to explore the British tradition of giving Christmas gifts and how it has changed over the last 50 years or so.</i></p>	<p>Ask the children to talk about presents that they have received and presents they have given. Discuss the different occasions when presents are given. It will soon be Christmas, a time when Christians give presents. Invite an older person (60+) to talk about Christmas when they were 5 years old. And/or prepare an old fashioned Christmas stocking: shiny pennies in the toe, nuts, Satsuma, small sweets, tub of bubbles and one small wrapped present.</p> <p>Tell the children that a child was likely to only receive one other present, perhaps a doll or a train set. Ask about presents today. How many? How big? Which presents are the best? (The ones we really want/need)</p> <p>Explain that the whole idea of many and expensive gifts is to do with shopkeepers and businesses not Christians.</p>	

Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
2		<p>What can we learn from the very first Christmas presents?</p> <p><i>Begin to understand that Jesus' life was planned from before he was born.</i></p>	<p>Bring three wrapped presents (of obvious shape) and ask the children to guess what they are before the presents are opened. Two presents should be suitable for a baby and the other not (e.g. a spanner).</p> <p>Tell the story of the visit of the wise men to the baby Jesus. Matthew 2: 1-12 or The Lion First Bible-Presents for Christmas pages 302-309. Discuss the story and possibly retell it with drama. Talk about the 3 presents:  Gold was traditionally the gift for a king;  Frankincense was something used by priests to make people's prayers pleasing to God;  Myrrh was a perfume rubbed into dead bodies. These were very strange gifts to give a baby but they were perfect gifts for someone chosen to be a king; someone who would bring people close to God; and for someone who was born to die a special death. Jesus would be/do all these things!  Draw or make representations of the wise men's gifts.</p>	<p>The Lion First Bible  ISBN 0 7459 3849 3</p>

Disposition:		Sharing and being generous		
Week	Date	Questions	Activities	Resources
3		<p>Are you rich enough to share?</p> <p><i>To begin to consider why Christians give gifts at Christmas.</i></p>	<p>Ask each child to think of people that they would like to give a Christmas present to.</p> <p>Discuss the sorts of presents that they would give.</p> <p>Would they make or buy them?</p> <p>Where would they get the money?</p> <p>Did anyone suggest giving a present to a stranger?</p> <p>Perhaps someone in need?</p> <p>Christians believe that the very first Christmas gift was Jesus. The Bible says that Jesus is God's gift to the world.</p> <p>Play 'For God so loved the world' (Everyone's Singing, Lord)</p> <p>Christians give gifts at Christmas as a sign of the first and perfect gift. Christians often give gifts at Christmas to people they will never meet, e.g. By giving to the Samaritan's Purse or BCM Toy Appeal, etc.</p>	<p>Everyone's Singing, Lord - Children's Songs for Collective Worship Sue Fearon ISBN 9780713663723</p> <p>Links with <a href="#">'Faith makes a difference' DVD</a>: Film clip 6: Sharing &amp; Being Generous, Initial, BCM toy distribution - start time on DVD 02:30</p>

