



# Christian Faith

## Key Stage 1

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Show awareness of the **Bible** as a special book for Christians
  - Learn to name **Jesus** and some other key figures in Christianity
- Hear and respond to stories about God from the Christian **Bible**

#### Suggested areas of study

- Hear some stories of **Jesus'** life, and some stories **Jesus** told. Talk about what they mean and why they are special
- Look at **Old Testament** stories which explore the ideas that God created, cares for and loves people: eg creation, the baby **Moses, Samuel**

#### Links and suggested activities

- Retell or dramatise a story from Jesus' life eg Jesus' birth
- Retell or dramatise a story which shows how God cares for and loves people

#### Skills and attitudes

- Interpretation
- Reflection
- Appreciation and wonder
- Understanding of a different faith
- P4C

#### Cross curricular links

- English
- Drama
- PSHE
- Art
- SMSC

#### Websites and Publications

- Useful Christian websites (KS1, 2 and 3) please see page 76
- Useful Christian publications (KS1, 2 and 3) please see page 87
- Acronyms used within this section – please see page 76



# Christian Faith

# Key Stage 1

## Key Question 2: Why are some places special?

### Most pupils will be expected to:

- Show an awareness that some places are special including some places that are special to them
- Recognise that some places are special for Christians including **church, chapel** ...
- Show an awareness that a **church**/Christian place of worship is used for gathering, worshipping and celebrating together including during festivals
- Show an awareness of some special items, furniture used in **churches/other** Christian places of worship

### Suggested areas of study

- Talk about special places which they visit with their family, and special places where they go to be alone eg to think or to find peace and quiet. Suggest why these places are special, talk about what these places mean to them
- Recognise what a Christian place of worship looks like inside and out and how this reflects that it is a Christian place of worship
- Ask questions about what takes place inside a **church** and other Christian places of worship
- Respond sensitively to expectations about how to behave in a place of worship eg quietly, with respect, with reverence if appropriate
- Identify special features that may be found in a Christian place of worship eg **Altar, Pulpit, Chalice**, stained-glass windows, spire and suggest meanings for some of these features

### Links and suggested activities

- Bring in photographs or draw their own special places and draw their own face in this place, conveying the emotions they feel there. Talk about why these places are special eg feelings and memories connected with them and what happens there
- Create a display of special places
- Watch a video about a **church** and its activities or visit a **church** and interview a vicar, minister, church worker or other Christian - visit a **church's** interactive web-site
- Visit a **church**/Christian place of worship, and find a quiet place to be still in. Write feelings poems or senses poems about the experience
- Link with Key Question 4 'Special Times'
- Experience relaxation and reflection techniques using candles, Christian music, incense
  - Look at special items found in a Christian place of worship and ask questions about how they are used
  - Draw a special object, found in a Christian place of worship and suggest its meaning for Christians
- Make models of Christian places of worship and draw and name the key features
  - Look at pictures of different Christian places of worship and focus on their shape, patterns, interior and exterior. Ask questions about what makes each building recognisable as a Christian place of worship

### Skills and attitudes

- Evaluation
- Listening
- Reflection
- Investigation
- Understanding of a different faith
- P4C

### Cross curricular links

- Art
- English
- PSHE
- ICT
- History
- Geography



# Christian Faith

## Key Stage 1

### Key Question 3: How can faith contribute to Community Cohesion?

#### Most pupils will be expected to:

- Show awareness of how the teachings of **Jesus** influence the ways in which Christians live and look for evidence of Christianity in the local community eg **churches**, charity shops, graveyards, place names, history, war memorials with scripture/prayers
- Identify some of the key Christian values which influence how Christians live their lives
- Begin to recognise that Christians express their faith through the way they treat others, eg engaging in charity work
- Begin to recognise how Christians worship God

#### Suggested areas of study

- Suggest meaning in stories about **Jesus** which show him helping and caring for others
- identify features in their local environment which show a Christian presence or influence
- Talk about key Christian values eg
  - Caring for and thinking about others
  - Co-operating with others
  - Loving and being loved
  - Forgiving and being forgiven
  - Telling the truth
  - Keeping promises
  - Being honest
  - Loving the sad and unpopular
- Think about Christian giving and people who help us
- Choose songs and prayers that reflect your own feelings

#### Links and suggested activities

- Explore a story about **Jesus** which shows him helping and caring for others eg - the healing of Jairus' daughter (Mark 5:21-43)
- Ask questions and respond sensitively to these stories through:
  - Songs and actions
  - Role play identifying and talking about characters' actions
- Mark local **places of Christian worship** on a map of the area
  - Go for a walk to find evidence of Christian faith eg war memorials, charity shops, **places of Christian worship**
- Explore the life of a famous Christian whose life has been influenced by **\*Jesus'** teaching, and recognise the values of this person
- Use the internet to find out about the local and global work of a Christian charity eg Cafod; Traid Craft; Christian Aid; Save the Children, Samaritan's Purse (shoeboxes at **Christmas**) or Children's Society (Christingle)
- Invite local charity representatives to talk about their work and its Christian background
- Read some children's prayers which are about saying thank you and saying sorry
  - Make up their own prayers for a Christian to use



# Christian Faith

# Key Stage 1

## Key Question 3 contd: **How can faith contribute to Community Cohesion?**

### Most pupils will be expected to:

- Identify some of the feelings associated with worship for Christians, and recognise similar feelings of their own
- Identify rules and begin to recognise why we have them eg
  - At home
  - At school
  - In our community

### Suggested areas of study

- Identify some songs, which might be sung in Collective Worship or in a Christian place of Worship
- Talk about ways in which, as individuals and as a class, they care for each other, and recognise and reflect on their own actions and behaviour

### Links and suggested activities

- Create or choose music to accompany a special event, and create dance or movement to go with it. Talk about how this feels and recognise that music in worship helps Christians to have certain feelings
- Identify and record classroom codes of behaviour
  - Identify promises they have made and kept or broken
  - Recognise times when they have felt let down and talk about what it might mean to forgive

### Skills and attitudes

- Interpretation
- Research
- Evaluation
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- ICT
- PSHE
- Geography
- Drama
- Music
- English
- Citizenship
- SMSC



# Christian Faith

## Key Stage 1

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Recognise that some times of the year are special to Christians
- Identify with some of the feelings Christians have at these times through responding to their own experiences of special times

#### Suggested areas of study

- Identify the way in which some festivals are celebrated eg
  - **Christmas**
  - **Easter**
  - Harvest
- Identify and suggest the meaning of some Christian festivals and family customs associated with these times

#### Links and suggested activities

- Talk about their own special times eg a holiday, a special visit, and draw and write about these
  - Learn about the stories behind special times for Christians. Express their meaning for Christians through eg
    - Art work
    - Role play and music
    - Making cards
    - Playing seasonal games
    - Making seasonal food
- Find out about:
  - What happens in Christian places of worship at these times?
  - What happens in some families at these times?

#### Skills and attitudes

- Reflection
- Interpretation
- Understanding of a different faith
- P4C

#### Cross curricular links

- Design and Technology
- English
- Drama
- History
- PSHE
- Art
- SMSC



# Christian Faith

# Key Stage 1

## Key Question 5: What can be learnt from the lives of significant people of faith?

### Most pupils will be expected to:

- Begin to recognise that Christians learn from special people at Christian places of worship eg a **vicar, priest** or **minister**, youth or children's leaders, as well as from friends and family, who are also Christians
- Recognise that some roles give people an important place in a group
- Respond sensitively to the ways in which some people have special roles and set an example to Christians about how they could live

### Suggested areas of study

- Identify the people who are special to them eg people who:
  - Offer help and advice
  - Can be turned to and relied on
  - Teach by their own example
  - Have authorityThese people could include family members, teachers, friends, people met through hobbies or at a place of worship
- Show awareness of why these people are special and how this is expressed and responded to
  - Suggest why key people might be important to Christians
- Respond sensitively to different ways in which this is expressed in Christianity eg special clothes for a priest or minister, listening to sermons, respectful behaviour, special titles

### Links and suggested activities

- Show photos or draw pictures of the people who are special to them, making a display
  - Talk about why these people are special eg remembering something which has been learned from them, and how this is marked
- Invite a special person such as a headteacher or governor to talk about their role
  - Look at pictures of important people in Christianity eg.
    - **Priest**
    - **Bishop**
  - The saint a local **Church** is named after
  - Talk about what these figures do and why they are important to Christians
  - Talk about how Christians show that these people are important
- Invite a local priest or minister or vicar to bring and show special vestments or objects which mark his or her role

### Skills and attitudes

- Reflection
- Interpretation
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- PSHE
- English
- Art
- ICT
- SMSC
- Citizenship



# Christian Faith

## Key Stage 1

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Respond sensitively to Christian ideas about God as creator
- Suggest what the Genesis creation stories might mean for Christians caring for the environment
- Ask questions about the wonder of the natural world and about what makes living things – including themselves – special

#### Suggested areas of study

- Recognise feelings of awe and wonder at the natural world
- Suggest meanings from the Genesis creation stories
  - Begin to recognise Christian beliefs about God arising from these stories eg
    - God as creator
    - God as caring for all living things
    - God as all-powerful
- Begin to recognise key Christian teaching arising from creation stories eg
  - Equality
  - Responsibility for each other and the environment
  - The natural world as special

#### Links and suggested activities

- Look at photographs showing examples of natural beauty eg mountains, lakes, forests etc. Look at the picture on the internet taken by the Hubble telescope of events in outer space. Write creatively about the feelings these inspire
  - Go on a nature trail and find natural objects which interest or intrigue to talk about and display.
  - Talk about examples of people spoiling natural features of the world, and look at the work of an environmental agency eg Greenpeace
- Watch a video of the Genesis creation stories and create drama or artwork based on it
  - Talk about what creation stories tell Christians about God and about people and the world
- Invite a parent to bring their new baby to meet the class. They could talk about what 'the miracle of birth' means to them
  - Read a fictional book such as 'You are Very Special' by Su Box and talk about its message: What makes 'me special? What makes you special? What makes you special?'
  - Explore a sense of self through writing 10 sentences starting 'I am....'

#### Skills and attitudes

- Reflection
- Interpretation
- Awe and wonder
- P4C

#### Cross curricular links

- Science
- PSHE
- English
- Drama
- Art
- ICT
- SMSC



# Christian Faith

## Key Stages 1, 2 and 3

### Useful websites

A Google search **BBC Bitesize Christianity** accesses the following websites:

- KS1 Religious Education – Christianity pictorial class clips (baptism, parables etc).
- KS2 Religious Studies – Learner guides, class clips (What is Lent etc).
- KS3 Religious Studies – Morals, ethics and philosophy, Science and religion etc.
- GCSE Religious Studies – students can choose the exam specification that matches the one studied.

A Google search **Facts for Kids Christianity** accesses the following websites:

- Christianity facts for kids – kids.kiddle.co – includes basic facts (Worship, History, Types of Christianity etc).
- Christianity for Kids – primary homework help.co.uk basic facts – (Who are Christians? What do Christians believe? What are the Christian symbols? etc).
- Christian Facts – softschools.com – interesting Christian facts.
- Christianity for KS1 and KS2 children – Christian facts, timeline etc.

Other useful websites include:

- True Tube (various Christian resources) [www.truetube.co.uk](http://www.truetube.co.uk)
- Christian Kids Top 100 Websites – variety of activities, games etc [www.christiankidstop100.com](http://www.christiankidstop100.com)
- Barnabas in Schools – creative arts-based RE days, Collective Worship etc. Also teacher Inset sessions. [www.barnabasinschools.org.uk](http://www.barnabasinschools.org.uk)
- Christianity Primary Resources – Twinkl (account required) – Christianity teaching resources for KS1. [www.twinkl.com/resources/home-key-stage-1-subjects/religion/christianity-religion](http://www.twinkl.com/resources/home-key-stage-1-subjects/religion/christianity-religion)
- RE Today (Various resources) [www.shop.retoday.org.uk](http://www.shop.retoday.org.uk)
- Ignite – Barnsley-based Christian organisation working with schools (eg exploring the life path of James Hudson Taylor Y6 Transition) – KS2/3 and 4 [www.ignitebarnsley.com](http://www.ignitebarnsley.com)

NB Websites above correct at time of publication

### Acronyms used within this section:

- ICT – Information and Communication Technology
- DT – Design Technology
- P4C – Philosophy for Children
- SMSC – Spiritual, Moral, Social and Cultural Development
- PSHE – Personal, Social and Health Education





# Christian Faith

## Key Stage 2

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Suggest how stories from the **Bible** might be used by Christians to explain some of life's questions
  
- Describe where the Bible comes from
  - Describe the impact of the **Bible** on Christians

#### Suggested areas of study

- Recognise that the **Bible** is a 'library' of books written at different times by different people, and that some of the accounts in it convey important Christian beliefs
  
- Make links between the events and people which appear in the **Bible** and consider the Christian view that it is a record of human faith and God's intervention in human history

#### Links and suggested activities

- Create timelines marking key dates and events in the history of the **Bible**
  - Look at different translations
  - Explore the role of monks and monasteries
  - Look at the impact of the first printing press
  - Talk about the **Bible** as a library
  - Talk about their own favourite books and stories and why these feel important
  - Look at artwork connected with the **Bible** eg 'the Lindisfarne **Gospels**', icons, Celtic decorative designs etc
  - Make their own decorated manuscript for a passage from the **Bible**, and design a front plate to incorporate symbols which give clues to its content
- Watch a video or read some stories from the **Bible**, describe their impact on Christian belief eg
  - The story of **Abraham** and the concept of 'covenant' or agreement between God and people (Genesis 11-25)
  - The story of **Moses** and the belief that God saves (book of Exodus)
  - The story of **Jesus** and the belief that God is loving like a parent (**Gospels**)

#### Skills and attitudes

- Interpretation
- Enquiry
- Understanding of a different faith
- P4C

#### Cross curricular links

- Art
- History
- English

#### Websites and Publications

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- Acronyms used within this section – please see page 76



# Christian Faith

## Key Stage 2

### Key Question 2: Why are some places special?

#### Most pupils will be expected to:

- Suggest why:
  - Some places are special
  - The **Christian place of worship** is a special place for Christians
- Describe the impact of special places on Christians and what inspires and influences Christians as they gather together to worship and celebrate
- Use religious vocabulary to explain why these places are special for Christians and show understanding of some of the artefacts used in Christian worship

#### Suggested areas of study

- Make links between the internal and external features of different **Christian places of worship** in the locality, describing the similarities and differences
  - Describe the similarities and differences between old and new styles of Christian buildings, using local examples wherever possible
- Describe what inspires those who go to a **Christian place of worship** and those who lead
  - Suggest answers to questions about the way Christians worship eg Why do you think Christians kneel to pray?
- Make links between a place's history and Christian feelings about the place today
- Use religious vocabulary to show understanding of key artefacts and objects used in some Christian worship eg
  - **Altar** or communion table
  - Processional cross
  - Vestments
  - Candles as a symbol of light
  - Musical instruments such as the organ, guitars, music groups and choirs

#### Links and suggested activities

- Make models of churches from two different **denominations**, or draw a ground plan, labelling and describing the key similarities and differences
  - Talk and write about how an empty room could be shared by two different **Christian denominations** for worship and what changes or adaptations might each **denomination** want to make?
  - Look at Internet images of **places of worship** from around the world, in different cultures. Describe their similarities and differences and suggest why these might be
- Devise a questionnaire to discover why people go to a **Christian place of worship** and what their favourite aspects of worship are
- Look at pictures and a map and find out about the story behind a place which is special for many Christians:
  - Lindisfarne (Holy Island)
  - Iona
  - Canterbury
  - Walsingham
  - York
  - Lourdes
  - Jerusalem
  - Bethlehem
- Imagine they are a Christian visiting this place, and write creatively about how they feel, what they can see and what the experience means
- Use artefacts found in Christian worship as the basis for reflective work on the feelings these might inspire in Christians eg a variety of crosses and the messages and beliefs they convey
  - Listen to a variety of Christian music from different traditions and cultures, describing how each might inspire Christians



# Christian Faith

# Key Stage 2

## Key Question 2 contd: **Why are some places special?**

### Skills and Attitudes

- Interpretation
- Understanding of a different faith
- P4C
- Awe and wonder

### Cross curricular links

- Art
- DT
- English
- Geography
- PSHE
- SMSC



# Christian Faith

# Key Stage 2

## Key Question 3: How can faith contribute to Community Cohesion?

### Most pupils will be expected to:

- Describe the impact of some of **Jesus'** teaching on Christians today and how Christians demonstrate their belief in God
- Suggest how **Christian places of worship** care for people in need.
- Describe ways in which Christianity reaches beyond home and **Christian places of worship** into the community eg through charity work
- Make reference to the way different Christian denominations in their area express themselves

### Suggested areas of study

- Make links between **Jesus'** ethical teaching and the way in which Christians try to live
- Make links between Christian beliefs about loving others and the work of Christians with those in need
- Investigate how **Christian places of worship** show care for their members and the wider community eg through community activities such as:
  - Carer and toddler groups
  - Children's & Youth groups
  - Uniformed Groups (Scouting, Guiding, Boys Brigade, Girl's Brigade)
  - Luncheon Clubs
  - 'Drop In' Centres
- Refer to different Christian denominations in their locality to give examples of different forms of Christian expression

### Links and suggested activities

- Watch a video or read about **Jesus'** teaching and explore its meaning through eg
  - Role play and drama
  - Artwork
  - Creative writing
  - Music
- Describe incidents and experiences of their own in which **Jesus'** teaching could have had an impact
- Talk about any 'good deeds' or community work pupils may have been involved in. What was involved and how did they feel?
  - Talk about the facilities for people which enrich community life and what difference these facilities make - they could write imaginatively about a town in which no one is provided for, and also write about 'My ideal town' in which a sense of community thrives
  - Design a poster for a **Christian place of worship** called 'St Perfects', advertising the things this **Christian place of worship** does for the local community
- Conduct a case study of the community work of two local **Christian places of worship** of different **denominations**, researching, using interviews with clergy, notice boards, newsletters and web-sites. How else is the building used



# Christian Faith

# Key Stage 2

## Key Question 3 contd: **How can faith contribute to Community Cohesion?**

### Skills and attitudes

- Interpretation
- Analysis
- Investigation
- Understanding of a different faith
- P4C
- British Values

### Cross curricular links

- ICT
- Art
- Drama
- Music
- PSHE
- English
- Geography
- Citizenship



# Christian Faith

# Key Stage 2

## Key Question 4: Why are some times special?

### Most pupils will be expected to:

- Develop their understanding of major Christian festivals
- Know there is a pattern to the Church's year and identify the major Christian festivals
- Know and comment on some different ways in which Christians celebrate important festivals
  
- Sequence the events of Holy Week
  
- Demonstrate some awareness of other significant festivals

### Suggested areas of study

- Important events in the pupils' year and why they are special
- Remembering and celebrating Jesus: key events in Jesus' life – their links with major Christian festivals
- **The nativity Cycle:**  
Celebrating Advent  
Advent carols, ring, candle  
Celebrating Christmas  
Local celebrations, celebrating Christmas in other countries  
Different types of Christmas services, what happens, the symbolism, the customs and the stories behind them (e.g. St Nicholas)  
Epiphany. The Wise Men
- **The Easter Cycle:**  
Lent – preparation for Easter  
Holy Week – the events, the ways in which they are commemorated/celebrated by the Christian Church
- Palm Sunday
- Maundy Thursday, its link with celebrating Jesus' last meal (The Passover), through Communion/Good Friday/Easter Day
- Ascension
- Pentecost

### Links and suggested activities

- Talk about the significance of a special event in the year
- Design and produce a Christian calendar illustrating the major festivals and their link with events in the Christian story
- Illustrate or make a display of some symbols associated with Advent and describe what they represent
- Describe how Christmas is celebrated in another country
- Write about the visit of the Magi, from the perspective of one of the Wise Men
  
- Make a diary of Holy Week
- Use picture or drama or 'Godly Play' to explore the emotions and responses of characters in the Easter story
  
- Use drama to illustrate the stories

### Skills and attitudes

- Interpretation
- Investigation
- Understanding of a different faith

### Cross curricular links

- English
- Geography
- Drama
- Art
- DT
- SMSC



# Christian Faith

## Key Stage 2

### Key Question 5: What can be learnt from the lives of significant people of faith?

#### Most pupils will be expected to:

- Describe the impact of key figures in Christianity
- Make links between these people and good leadership today

#### Suggested areas of study

- Describe the influence and impact of **Jesus** and Saint **Paul**
- Make links between these figures and the influence they have had on more recent Christian leaders and inspiring people.

#### Links and suggested activities

- Talk about any life changing experiences of their own and read about the conversion and work of Saint **Paul**
- Talk about what makes a good and inspiring leader and about the qualities **Jesus** showed. Who do they admire and why?
  - Find out about the work of other key Christian figures and explore how they were influenced by **Jesus**, and what sort of qualities they possessed eg.
    - Rev'd **James Hudson Taylor**
    - Dr **Thomas Barnardo**
    - **Mother Teresa of Calcutta**
    - **George Fox**
    - Rev'd **John Wesley**
    - Rev'd **Charles Wesley**
    - **William Wilberforce**, MP
    - **Elizabeth Fry**
    - Famous **Quaker** families (Rowntree, Fry, Cadbury, Barclay, Lloyd etc).

#### Skills and attitudes

- Analysis
- Interpretation
- P4C
- Understanding of a different faith
- British Values

#### Cross curricular links

- History
- PSHE
- English
- ICT
- Citizenship



# Christian Faith

# Key Stage 2

## Key Question 6: How do I and others feel about life and the universe around us?

### Most pupils will be expected to:

- Identify some questions which are difficult to answer
- Understand the role of story and metaphor in exploring difficult questions
- Suggest answers to some difficult questions about life and the universe

### Suggested areas of study

- Identify some ultimate questions e.g.
  - Does God exist?
  - Why do bad things happen to good people?
  - What happens when we die?
  - What is the purpose of life?
- Suggest answers to some of these questions based on their own experience and beliefs
- Make links between these questions and some Christian beliefs which offer a response
- What is Man's responsibility for the care of our planet and the effects of Global warming

### Links and suggested activities

- Think of questions beginning with 'why?' which are difficult to answer and talk about some of their own responses and experiences
- Read some stories which address some of these questions and talk about how they feel eg.
  - Badger's Parting Gifts by Susan Varley.(death and bereavement)
  - The Next Place by Warren Hanson (afterlife)
  - When the world was New by Alicia Gracia de Lynam (beginnings)
  - Stories to Make You Think by Heather Butler (Christian teaching linked to challenging life experiences of children)
- Find out what answers Christians might give to some of these questions and make posters with words and pictures to convey a Christian view of life and the universe

### Skills and attitudes

- Analysis
- Interpretation
- Awe and wonder
- Understanding of a different faith
- P4C

### Cross curricular links

- Art
- English
- PSHE
- ICT
- SMSC





# Christian Faith

## Key Stage 3

### Key Question 1: Why are these words special?

#### Most pupils will be expected to:

- Give informed accounts of how the **Bible** has developed
- Evaluate the impact of different versions of the **Bible** on people's lives
- Explain how different Christians use and interpret the **Bible**

#### Suggested areas of study

- Explain some reasons for the similarities and differences between the **Gospels** eg the oral tradition, the sources used by the authors of the **Gospels** and the audiences for whom they were written
- Explain the impact of the discovery of fragments of early scrolls as evidence of dating and accuracy
- Nag Hammadi and Dead Sea Scrolls and their impact on evidencing Biblical stories.
  - Evaluate various versions of the **Bible** and how language differs so much
  - Express insights into different ways in which Christians interpret the **Bible** eg liberal, conservative, literal, and different ways in which it is used eg ethical discernment, personal prayer, stories which convey the tenets of the faith

#### Links and suggested activities

- Produce a dust jacket for a **Bible** using key information studies
  - Develop a publicity campaign (eg posters, adverts on video camera) to introduce a new version of the **Bible** onto the market. How will we sell it to a Christian, an agnostic, and a member of another faith?
- Use websites to compare a passage from different versions. Students to write their own passage in 'their' language eg text language, Barnsley slang etc
- Interview a Christian eg a visiting member of the clergy or youth leader about what the **Bible** means to them
  - Look at different ways of interpreting a biblical text and discuss which is liberal, conservative, literal

#### Skills and attitudes

- Application
- Expression
- Interpretation
- Evaluation
- Philosophy

#### Cross curricular links

- History
- English
- ICT
- Citizenship
- Geography
- Art

#### Websites and Publications

- Useful Christian websites (KS1, 2 and 3) please see page 76
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- Acronyms used within this section – please see page 76



# Christian Faith

# Key Stage 3

## Key Question 2: Why are some places special?

### Most pupils will be expected to:

- Explain why Christians go on pilgrimages or go on retreats, and express insights into the sort of experiences these offer
- Know the differences and similarities between different styles of Christian worship eg traditional such as some Anglican churches, and modern styles eg Pentecostal
- Give informed accounts of the features of **churches** of different **denominations**, and express insights into the significance of these features

### Suggested areas of study

- Explain the impact of key places of pilgrimage for Christians eg
    - Lindisfarne (Holy Island)
    - Iona
    - Canterbury
    - Walsingham
    - York
    - Knock
    - Lourdes
    - Jerusalem
    - Bethlehem
- NB: Care should be taken to use examples which are different from those pupils may have covered at Key Stage 2*
- Express insights into the experiences Christians may have during a pilgrimage or retreat
  - Research a range of denominations and find out about their style of worship
  - Research different Christian **churches**, local or online, evaluate the different ways in which they are used and express insights into the features which aid worship and create an atmosphere in each case

### Links and suggested activities

- Watch a video or interview a Christian who has visited a place which is sacred for Christians.
  - Look at pictures of two places and talk about what happened there and how the atmosphere is enhanced today
  - Interview a Christian who has been on a retreat
- Meet/interview a member(s) from different denominations.
- Use worship CDs to compare styles of worship
- Use excerpts of preaching CDs to compare styles
- Use of video excerpts from services
- Creation of leaflet inviting people to church and telling them what it is like
- Write a letter to a friend imagining you have visited a place of worship and explain what the experience was like
- Visit three very different local churches and experience the atmosphere in each, identifying features which help to create this atmosphere (or online tours)
- Create a brief guide to a denomination of your choice and the importance of the key features of that denomination

### Skills and Attitudes

- Research
- Analysis
- Interpretation
- Evaluation
- Philosophy

### Cross curricular links

- English
- ICT
- History
- Music
- Art
- Geography
- DT



# Christian Faith

# Key Stage 3

## Key Question 3: How can faith contribute to Community Cohesion?

### Most pupils will be expected to:

- Explain how Christians express their faith at key moments in life ie rites of passage
- Demonstrate insights into ways in which Christians might express their faith in private and in public
- Explain how people's words and actions affect the way people see them and their 'faith'
- Give a critical and evaluative account of Christianity at work in the local/international community

### Suggested areas of study

- Explain the significance of Christian rites of passage
- Explain how Christians use some of **Jesus'** teaching to help them to make moral decisions eg
  - The greatest commandment (Matthew 22:34-40; Mark 12:28-31)
  - The **Sermon** on the Mount (Matthew 5-7)
  - **Parables** eg
    - The sheep and the goats (Matthew 25:31-46);
    - The good Samaritan (Luke 10:25-37)
    - The lost sheep (Luke 15:1-7)
    - The prodigal son (Luke 15:11-32)
- Gain insights into the importance of public and private prayer for Christians, including the **Lord's Prayer** as a motivating factor for Christian living
- Explain some key aspects of Christian belief eg
  - The **Trinity**; God as Creator and **Father**; The **Incarnation** in **Jesus**; The work of the **Holy Spirit**;
  - **Creeds** (The Apostles' **Creed** or the **Nicene Creed**)
- Evaluate the work of local **churches** and Christian groups eg **Salvation Army**

### Links and suggested activities

- Visit a **Church** or interview a member of the clergy about rites of passage eg **Baptism**, first communion, confirmation, marriage, funerals. Consider which Christian beliefs are being expressed, and how, at these ceremonies. Talk about how they express their own beliefs and values about life through actions and rituals
- Discover what motivates Christians engaged in community work and link this with Christian beliefs and values:
  - How are these being expressed in practice?
  - How do pupils express their own beliefs and values in practical ways?
  - Assess the contribution made by Christian groups to community life eg write creatively about what the area would be like if all the **churches** and Christians disappeared
- Drama of how Christians express their beliefs
- Look at symbols which express some Christian concepts about God and **Jesus**. Talk about how these beliefs might affect a Christian's behaviour eg valuing the environment, seeing something of God in all people
- How do these key beliefs translate into actions? – link to point 2
- Meet representatives from local churches who make a contribution to the community eg a community worker or youth leader
- Find out about the work of a Christian charity or coalition and evaluate how far their work conveys their Christian commitment and values eg
  - Christian Aid; Cafod; Traidcraft; Trade Justice, Make Poverty History; NCH; Jubilee 2000



## Christian Faith

## Key Stage 3

### Key Question 3 contd: **How can faith contribute to Community Cohesion?**

#### Skills and attitudes

- Research
- Interpretation
- Analysis
- Evaluation
- Philosophy
- British Values

#### Cross curricular links

- Citizenship
- Geography
- ICT
- English
- Drama
- SMSC



# Christian Faith

## Key Stage 3

### Key Question 4: Why are some times special?

#### Most pupils will be expected to:

- Account for the beliefs, customs, events and experiences connected with some times which are significant for Christians eg **Christmas, Lent to Easter** or from **Easter to Ascension** and **Pentecost** considering their importance for believers and as secular celebrations
  - Evaluate the issues of commercialism and charity in connection with these times

#### Suggested areas of study

- Explain the religious and secular customs related to these times of year, and the original events on which these times are based
  - Express insights into the experiences of Christians at these times and the beliefs which are held and conveyed
  - Consider a range of theological interpretations of these stories eg the **Crucifixion** and **Resurrection** – concepts could include **atonement**, forgiveness, reconciliation, **salvation**

#### Links and suggested activities

- Interview a Christian about how these times of year are celebrated and why they are significant. Compare this with local secular events and media treatment of these times
  - Find out the meaning of key Christian concepts such as **atonement**, forgiveness, reconciliation, **salvation**, for Christians at **Easter** and for their own lives
- Use DVD (Vicar of Dibley Christmas edition) to discuss the true meaning of Christmas compared to today's secular view
- Use of key media eg The Nativity to investigate Christmas
- Discuss the meaning of Easter and make a model of **Jesus'** tomb
- Set a Lenten task for students to fast for one week as homework

#### Skills and attitudes

- Research
- Interpretation
- Evaluation
- Application
- Forgiveness
- Philosophy

#### Cross curricular links

- English
- ICT
- Citizenship
- SMSC
- DT



# Christian Faith

# Key Stage 3

## Key Question 5: What can be learnt from the lives of significant people of faith?

### Most pupils will be expected to:

- Give an analytical account of the life and work of a key Christian
  - Critically evaluate the contribution of this person to society
  
- Express insights into why this person might be an inspiration to other Christians

### Suggested areas of study

- Find out about the life of one of the following Christians:
  - Rev'd **James Hudson Taylor**
  - Mother **Theresa of Calcutta**
  - Archbishop **Oscar Romero**
  - **Cicely Saunders**
  - **Pope John Paul II**
  - Rev'd Dr **Martin Luther King, Jnr**
  - Archbishop **Desmond Tutu**
  - **John Sentemu**
  - **Nicky Cruz**
  
- Consider what makes a person inspiring to others, and evaluate the contribution of the person studied to (i) wider society, (ii) Christianity
  - Bono
  - Jane Tomlinson
  - Stacey Orrico
  - Leona Lewis

Any current Christian personality eg Faith Hill, Tom Hanks, Denzel Washington, Tim Tebow.

### Links and suggested activities

- Find out about the life of an inspiring Christian and write their obituary or book review about them
  - Create a class memorial to this person, making a display of images, words and items which will remind Christians about their life, work and achievements
  
- Consider what might make a Christian inspiring to others, and evaluate how far the character studied can be said to be 'inspiring'. Compare their qualities to popular secular heroes and consider the role of faith as a motivating factor for good work

### Skills and attitudes

- Research
- Analysis
- Application
- Interpretation
- Philosophy

### Cross curricular links

- History
- Citizenship
- English
- Art
- ICT
- SMSC



# Christian Faith

## Key Stage 3

### Key Question 6: How do I and others feel about life and the universe around us?

#### Most pupils will be expected to:

- Interpret some philosophical arguments for and against the existence of God
- Examine their own beliefs about the existence of God, and evaluate the reasons for their point of view
- Evaluate ideas of creation vs evolution

#### Suggested areas of study

- Learn about some arguments for God's existence, and the criticisms which may be made of them eg
  - The ontological argument
  - The cosmological argument
  - The teleological argument
  - The argument from religious experience
  - Learn about some arguments against God's existence, and the criticisms which may be made of them eg
    - The problem of evil and suffering:
      - natural evil
      - moral evil
- Express their own views on the existence of God, and the reasons they hold these views
- Express their own views on these 'theories' and why they have such views
- Discuss Man's responsibility for caring for our planet and the effects of Global warming

#### Links and suggested activities

- Create a display of two halves, one using pictures and objects which suggest God might exist, one using pictures and objects which suggest God might not exist
- Find out what some philosophers have said about the existence of God, and what criticisms may be made of their arguments
- Organise a class survey to find out the percentages of atheists, agnostics and theists in the group and hold a class debate about the evidence for and against the existence of God – a good title might be 'We have a beautiful world, so there must be a wonderful God'
- Use internet sources eg YouTube... Louie Giglio – How Great is our God tour (parts 1 to 4/5)
- Darwin – The Origin of Species

#### Skills and attitudes

- Analysis
- Interpretation
- Evaluation
- Logical thinking
- Philosophy
- Awe and wonder

#### Cross curricular links

- ICT
- Science
- History
- Art
- English
- SMSC



# Christian Faith

## Key Stages 1, 2 and 3

### Useful publications

- Start-up Religion – Visiting a Church, Belonging, Gifts at Christmas, Celebrating Harvest (KS 1) – Evans Bros Ltd.
- Always Near Me, Whatever is Lonely, All These Things, A Time for Everything (KS 1) – Puffish Publications.
- Images of God (KS 1) – Eerdmans Book.
- God's Quiet Things (KS 1) – Lion Picture Story.
- Thank you for a drink of water, a loaf of bread, a book to read, a pair of jeans (KS 1/2) – Lion Publications.
- A First Look: GOD, JESUS, THE CHURCH, THE BIBLE (KS 1/2) – Lion Publications.
- The Lord's Prayer explained for children (KS 1/2) – St Andrew Press.
- People of the Bible – Noah and His Ark (7 additional titles KS 1/2) – Franklin Watts Ltd.
- My Life, My Religion – Anglican Curate/Catholic Priest (KS1/2) – Franklin Watts Ltd.
- Stories from Faiths – Noah and the Ark (KS1/2) – QED Publishing.
- The Life of St Andrew, St David, St Francis, St George, St Patrick (KS 2) - Heinemann Library.
- The Lion Story Bible series (52 titles KS2) – Lion Publications.
- Ladybird Bible Books (23 titles KS 2) – Scripture Union/Ladybird.
- Children's Favourite Bible Stories – The Teachings of Jesus, The Life of Jesus, From the Old Testament (KS 2) – Ward Lock Ltd.
- Religious Stories – The Old Testament (KS 2) – Wayland Publications Ltd.
- The Children's Bible (KS 2) – Lion Publications.
- Places of Worship – Catholic Churches, Protestant Churches (KS2) – Heinemann Library.
- Let's Find Out About – Christian Churches (KS 2/3) – Raintree Publications.
- Behind the Scenes Christmas (KS 2/3) – Scripture Union.
- World of Faiths – Christianity (KS 2/3) – QED Publications.
- Celebrating Easter (KS 2/3) – Wayland/Hodder.
- The Life of Jesus (KS 2/3) – DK Publications.
- Discovering Churches (KS 2/3) – Lion Publications.
- Christians, Jesus, How the Bible Came to Us, Our World, Caring for Planet Earth, Growing Up Now (KS 2/3) – Lion Publications.
- Masterpieces of Art – Moses (KS 2/3) – The Salariya Book Company Ltd.
- Bible World Settlers, Warriors and Kings (KS 2/3) – Lion Publications.
- Living Stories from the Bible – The Early Life of Jesus, Moses, Abraham, Jesus the Teacher (KS 2/3) – Hutchinson Junior Books Ltd.
- Step-Up Religion – How do people express their faith through the arts? (KS 2/3) – Evans Bros Ltd.
- The Good News Bible (KS 2/3) – The Bible Society/Harper Collins.
- Holy Bible – New International Version (KS 2/3) – Hodder and Stoughton.
- New Light Children's Bible (KS 2/3) – Hodder and Stoughton.
- Good News Bible (KS 2/3) – Harper Collins.
- Rainbow Good News Bible (KS 2/3) – Harper Collins/Hamlyn Publications.
- Introducing Religions – Christianity (KS2/3) – Heinemann.
- Storyteller – Christian Stories (KS2/3) – Evans Brothers Ltd.
- Religious Signs and Symbols (KS2/3) – Wayland Publications Ltd.
- A Year of Festivals – Christian Festivals (KS2/3) – Franklin Watts Ltd.
- Religion in Focus – Christianity (KS2/3) – Franklin Watts Ltd.
- Holy Places – The Vatican (KS2/3) – Heinemann Library.
- Religions of the World – Christianity (KS2/3) – Wayland.
- Sacred Texts – The Bible and Christianity (KS2/3) – Evans Brothers Ltd.
- New Christianity Scheme
- Understanding Christianity (F/KS1/2/3) – RE Today [2 days training (Leeds Diocese) includes detailed document and web access.  
James Hudson Taylor
- DVD – James Hudson Taylor: Called by God into the Heart of the Dragon (60 minute drama/documentary, published 2018) (KS 3).
- Full colour biography of James Hudson Taylor – ISBN 978-1-78259-063-7 website [www.cwr.org.uk/shop](http://www.cwr.org.uk/shop)
- A – Cross the World – CMS Teacher Resource.





# VISITING A PLACE OF WORSHIP

## CHRISTIAN CHURCH



## **GENERAL INFORMATION**

It is always advisable to:

- Visit a place of worship prior to a class visit, if this is possible
- Prepare pupils as much as possible prior to a visit
- Obtain a risk assessment for the place of worship prior to a class visit
- Check class limits - each place of worship may have a different class limit

## **Donations**

Voluntary donations towards the upkeep of a place of worship are always appreciated.

## **Contact Details**

Contact details for a variety of Interfaith Centres can be found on the LA RE website with recommendations from SACRE/school visits.

## **Dress Code**

The requirements for visiting Churches vary widely. Please check with the individual Church prior to the visit.

Modest clothing should be worn.

Men/boys - heads should not be covered. Long trousers are required to be worn in some churches. Short trousers worn by younger boys are usually acceptable.

Women/girls - A modest top covering the upper arms is required in some churches. Low necklines and crop tops are generally unacceptable.

## **Behaviour**

- Respect the building as a place of worship. It is regarded as special to the people who worship there
- Mobile phones should be turned off whilst in the building
- Photography is permitted at most times - there may be a small charge. Flash photography is sometimes prohibited
- Alcohol (apart from Communion wine) is not usually allowed to be consumed on the premises
- Smoking is NOT allowed on the premises



## Christian Faith Glossary

Unlike the other five world faiths included in this glossary, most of the terms given below are well known in English and will be familiar to many people. The historic languages of the Christian scriptures are Hebrew, Greek and Latin. The Old Testament was written largely in Hebrew, with some texts in Aramaic and Greek (Apocrypha). The whole of the New Testament was written in Greek, although many words and passages have their origin in Aramaic. Latin became increasingly the language of the Western Church from the 5th century CE when the Bible was translated into Latin.

### **Absolution**

The pronouncement by a **priest** of the forgiveness of **Sins**.

**AD (Anno Domini)** [Latin] *In the Year of our Lord*. The Christian calendar dates from the estimated date of the birth of \***Jesus Christ**, which is almost certainly slightly out. It is the same as Common Era (**CE**) used in this document.

### **Advent** [Greek]

*Coming*. The period beginning on the fourth Sunday before **Christmas** (or in the **Eastern Orthodox** tradition 40 days before **Christmas**). A time of spiritual preparation for **Christmas**.

### **Agape** [Greek]

*The love of God / God's love shared by Christians*. **New Testament** word used for fellowship and also the common meal of Christians; also known as the Love Feast. One of four Greek words for love.

### **Altar**

Table used for **Eucharist**, **Mass**, **Lord's Supper**. Some denominations refer to it as **Holy Table** or **Communion Table**.

### **Anglican**

**Churches** in full communion with the See of Canterbury (The **Anglican** Communion). Their origins and traditions are linked to the Church of England.

### **Apocalyptic** [Greek]

*Disclosure / Revelation*. (i) Revelatory, of God's present purposes and of the end of the world. (ii) Used of a literary genre, for example, the Book of Revelation and parts of Daniel.

### **Apocrypha** [Greek] *Hidden*

*books*. Books of the **Old Testament** that are in the Greek but not the Hebrew **Canon**. Some **Churches** recognise the **Apocrypha** as part of the **Old Testament Canon**, in some **Bibles** it appears as a separate section.

### **Apocryphal New Testament**

A modern title for various early Christian books which are non - canonical, including many rediscovered recently.

### **Apostle** [Greek]

*One who is sent*. (i) Those personally sent out by \***Jesus Christ** to preach the **Gospel**. (ii) Those sent out by the **Church**.

### **Ascension**

The event, 40 days after the **Resurrection**, when \***Jesus** was taken up (ascended) into **Heaven**. (Luke 24:50-52 and Acts 1:1-11).

### **Ash Wednesday**

The first day of **Lent**. In some **Churches**, penitents receive the sign of the cross in ashes on their foreheads.

**Assemblies of God Pentecostal Church** denomination.

### **Atonement**

Reconciliation between God and humanity; restoring a relationship broken by **Sin**.

### **Baptism** [Greek]

*Immersion*. Rite of Christian initiation involving immersion in, or sprinkling or pouring of, water. A symbol of God's **grace**, entry into the **Church** family, cleansing from **sin**.

### **Baptist**

(i) A member of the **Baptist Church**. (ii) A Christian who practices **Believer's Baptism**.

### **Baptist Church**

Christian **denomination** which grew out of the Anabaptist movement during the **Reformation**.

### **Baptistry**

(i) Building or pool used for **Baptism**, particularly by immersion. (ii) Part of a **church**, where **Baptism** takes place.

### **BC (Before Christ)** [Latin]

Period of history before the estimated birth of **Jesus Christ**. It is the same as Before the Common Era (**BCE**) used in this document.

### **BCE (Before Common Era)**

Commonly used secular and historical reckoning used throughout this syllabus. It matches the Christian **BC**.

**Believer's Baptism**

The **Baptism** of people who have personally accepted and declared '\* **Jesus as Lord** and Saviour', being those seen by their **Church** as old enough to understand the meaning of the rite.

**Benediction** [Latin] *Blessing*.

(i) Given at the end of worship.  
(ii) Late afternoon or evening service (usually **Roman Catholic**) including the blessing of the congregation with the consecrated host.

**Bible**

The sacred text, containing the **Canon** of Scripture, of **Old Testament** and **New Testament**.

**Bishop** (Bishops)

*Overseer* of a Diocese or See. Centred on a **Cathedral Church**. One of the **Orders of Ministry**.

**Blessed Sacrament**

Bread and wine which have been consecrated and set aside for future use (term mainly used in the **Roman Catholic Church**).

**Brethren**

Christian, Exclusive or Open Brethren are Christian **denominations** which emphasise piety, high moral values, faithfulness to the **Bible** and plural leadership.

**Canon** [Latin]

Scripture. (i) The accepted books of the **Bible**. The list varies between **denominations**. (ii) An official in a **Cathedral**.

**Cathedral**

**Church** at the centre of a diocese and the See of a **Bishop**.

**Catholic** [Latin]

*Universal*. (i) Shared beliefs of traditions. (ii) Often used as an abbreviation for the **Roman Catholic Church** and its practices.

**CE** (Common Era)

Commonly used secular and historical reckoning used throughout this syllabus which was published in 2005 **CE**. It matches the Christian years **AD**.

**Chalice**

Shared cup used in **Holy Communion / Eucharist**.

**Charismatic** [Greek] *A free gift*. (i) The spiritual gifts in the **New Testament** and character of some of the actions of the **Early Church**. Listed in Romans 10, 1 Corinthians 12. (ii) A modern movement within the **Church**, emphasising spiritual gifts, such as healing or speaking with tongues.

**Chrismation**

(i) The **Orthodox** second **Sacrament** of initiation by anointing with chrism (a special oil). Performed at the same time as **Baptism**. (ii) Anointing with oil, for example, for healing or at a coronation.

**Christ**[Greek]

*The anointed one*. The same as the Jewish term, **Messiah**. (i) Title used in the Jewish tradition to refer to the expected leader sent by God, who will bring salvation to God's people. \***Jesus'** followers applied this title to him, and its Greek equivalent, **Christ**, is the source of the words Christian and Christianity. (ii) Shorthand term, often used to refer to the person of \***Jesus**.

**Christmas** [Greek]

*Celebration of the anointed one*. Festival commemorating the birth of \***Jesus Christ** (25 December, in most **denominations**). The tradition **nativity** story is a combination of fragments taken from the **Gospels**, (Matthew 1:1-2:18; Luke 1:5-2:40; John 1:1-14)

**Church** (Churches)

(i) The whole community of Christians.  
(ii) A particular Christian **denomination**. (iii) A Christian community gathered in a certain place. (iv) The building in which Christians worship. (v) The **sanctuary** room inside the building where worship normally occurs.

**Communion**

(i) Free church name for mass.  
(ii) Group of like-minded congregations or **denominations**.

**Communion Table**

See **Altar**.

**Confession**

*Contrition / Penance*. (i) One of seven sacraments observed by some **Churches** whose priest confidentially hears a person's confession. (ii) An admission, by a Christian, of wrong-doing. (iii) A particular official statement (or profession) of faith.

**Congregationalist**

(i) Member of a Christian body which believes that each local **Church** is independent and self-governing under the authority of **Christ**. (ii) A Christian **denomination**.

**Consubstantiation**

**Protestant** Doctrine of the **Eucharist**, associated with \***Martin Luther**, which holds that after consecration, the substances of the Body and Blood of \***Jesus Christ** and of the bread and wine co-exist in union with each other but are not literally transformed.

**Councils**

Historic meetings at which key issues were debated, such as **Jerusalem** (in Acts 15), Aries (314 **CE**), Nicea (325 **CE**), Carthage (397 and 417 **CE**), Chalcedon (451 **CE**), Lateran (1215 **CE**) Trent (1545-63 **CE**), and **Vatican** (1869-1870 and 1962-1965 **CE**).



**Creed (Creeds)** [Latin]  
*Belief.* Summary statement of religious beliefs, often recited in worship, especially the Apostles' and **Nicene Creeds**.

### **Crucifixion**

Roman method of executing criminals and traitors by fastening them to a cross until they died of asphyxiation; used in the case of \***Jesus Christ** and many of his followers, such as Saints \***Peter** and \***Andrew**. Used for those who opposed the Romans. Has been stated as the cruelest method of state execution ever used.

### **Deacons**

(i) One of the historic helpers in the **Early Church**, including Saint \***Stephen**, the first Christian martyr (Acts 6-7). (ii) An **order of ministry**. **Deacons** may be transitional, on the way to become a **priest**, or non-transitional, including those in the **Methodist** Diaconal Order.

### **Denomination**

(**Dominations**) Grouping of **churches** with similar foundation and theology under a singular governance.

### **Disciples**

(i) One of the chosen **Twelve** followers of \***Jesus**. (ii) Any follower of the Christian **Gospel**.

### **Early Church**

The followers of \***Jesus** from the time of **Pentecost** (recorded in Acts 2) till at least the conversion of \***Constantine the Great**.

### **Easter**

(i) Central Christian festival which celebrates the **Resurrection** of \***Jesus Christ** from the dead, culminates from **Easter Sunday** and the period following. (ii) Commonly, the period around **Easter**.

### **Eastern Orthodox**

See under **Orthodox**.

### **Ecumenism (Oikoumene)**

Movement within the **Church** towards co-operation and eventual unity.

### **Elim**

**Pentecostal Church denomination**.

### **Episcopacy**

System of **Church** government which includes the governance by **bishops**.

### **Epistles** [Greek]

*Letters.* Several such letters from Christian leaders to Christian Churches or individuals, are included in the **New Testament**.

### **Eucharist**

*Thanksgiving.* A service celebrating the sacrificial death and **Resurrection** of \***Jesus Christ**, using elements of bread and wine. See **Holy Communion**.

### **Evangelical**

Group, or **Church**, placing particular emphasis on the **Gospel** and the scriptures as the sole authority in all matters of faith and conduct.

### **Evangelist** [Greek]

*Sharer of Good News.* (i) A writer of one of the four **New Testament Gospels**. (ii) A preacher of the Christian **Gospel**.

### **Father**

The first person of the Holy **Trinity**.

### **Font**

Receptacle to hold water used in **Baptism**.

### **Free Churches**

**Non-conformist denominations**, free from state control (used of about 20 **Church denominations**).

### **Good Friday**

The Friday in **Holy Week**, it commemorates the day \***Jesus** died on the cross.

### **Gospel** [Latin]

*Good News.* (i) An account of \***Jesus**' life and work. (ii) Account of the of **salvation** in \***Jesus Christ**.

### **Gospels** [Latin]

(i) The four canonical stories of the life of \***Jesus Christ**. (ii) Highly decorative copies made by monks, such as the Lindisfarne **Gospels**.

### **Grace**

(i) The freely given and unmerited favour of God's love for humanity. (ii) Blessing. (iii) Prayer of thanks before or after meals. (iv) 'The Grace' is found in 2 Corinthians 13:14.

### **Heaven**

The place, or state, in which souls will be united with God after death.

### **Hell**

The place, or state, in which souls will be separated from God after death. The popular images are a mix of **Bible** teaching and medieval writings and images.

### **Holy Communion**

Central liturgical service observed by most Churches (see **Eucharist, Mass, Lord's Supper, Liturgy**). Recalls the last meal of \***Jesus and** celebrates his sacrificial and saving death.

### **Holy Land**

The lands in which \***Jesus** ministered (as well as some of the lands of the **Old Testament**). These include modern Israel / Palestine, as well as parts of Jordan, Lebanon, Syria and Egypt.

**Holy Spirit**

The third person of the Holy **Trinity**. Active as divine presence and power in the world, and in dwelling in believers to make them like **Christ** and empower them to do God's will.

**Holy Table**

See **Altar**.

**Holy Week**

The week before **Easter**, when Christians recall the last week of **Jesus'** life on Earth.

**Icon (or Ikon)** [Greek] *Image*, Painting or mosaic of **\*Jesus Christ**, the **Virgin \*Mary**, a saint, or a **Church** feast. Used as an aid to devotion, usually in the **Orthodox** tradition.

**Iconostasis** [Greek] *Image screen*. Screen covered with icons, used in **Eastern Orthodox churches** to separate the **Sanctuary** from the nave.

**Incarnation (Incarnate)**

(i) The doctrine that God took human form in **\*Jesus Christ**.  
(ii) The belief that God in **Christ** is active in the **Church** and in the world.

**Jesus Christ**

The central figure of Christian history and devotion. The second person of the **Trinity**. See **\*Jesus**.

**Justification by Faith**

The doctrine that God forgives ('treats as just') those who repent and believe in **\*Jesus** as their Saviour.

**Kerygma** [Greek]

*Teaching*. The central message about **\*Jesus** proclaimed by the early Christians.

**Kyrie** [Greek]

0 *Lord*. Addressed to **\*Jesus**, as in 'Kyrie eleison' (Lord have mercy).

**Lectern**

Stand supporting the **Bible**, or similar, often in the shape of an eagle.

**Lectionary**

List of scriptural passages for systematic reading throughout the year.

**Lent**

Penitential season. The 40 days (not Sundays) leading up to **Easter** from **Ash Wednesday** to Easter Eve.

**Liturgy**

(i) Service of worship according to a prescribed ritual, such as Evensong or **Eucharist**. (ii) Term used in the **Orthodox Church** for the **Eucharist**.

**Logos**[Greek]

*Word*. Saint. **\*John's** term for the pre- existent Word of God, later **Incarnate** as **\*Jesus Christ**. (John 1 etc.)

**Lord**

Title used for **\*Jesus** to express his divine lordship over people, time and space.

**Lord's Prayer**

**\*Jesus'** key teaching on prayer (Matthew 6:4-13)

**Lord's Supper**

Alternative term for **Eucharist** in some **Churches** (predominantly **Non-conformist**).

**Lutheran**

A major **Protestant Church** that receives its name from the 16th century **CE** reformer, **\*Martin Luther**.

**Mass** [Greek / Latin]

*Celebration*. Term for the **Eucharist**, used by the **Roman Catholic** and other **Churches**.

**Martyr**

Some who is killed directly because of a declaration of faith.

**Maundy Thursday**

The Thursday in **Holy Week**. It commemorates the Last Supper.

**Messiah**

See under **Christ**.

**Methodist**

A Christian who belongs to the **Methodist Church** which came into existence through the work of **\*John Wesley** and his brother **\*Charles Wesley** in the 18th century **CE**.

**Ministry**

(i) 'Work' or helping by Christians, undertaken as a response to faith. (ii) Certain skills, abilities or works of Christians. (iii) Those would be appointed to one of the **Orders of Ministry**.

**Missal**

Book containing words and ceremonial directions for saying **Mass**.

**Mother of God**

The title given to the **Virgin \*Mary**, mainly in the **Orthodox** and **Roman Catholic Churches**. It emphasises the Trinitarian belief that **\*Jesus** was truly God. (In this context, God refers to God **Incarnate** as seen in **\*Jesus**.)

**Nativity**

Traditional telling of the stories around the birth of **\*Jesus**, often performed in **churches** and schools.

**New Testament**

The collection of 27 books forming the second section of the **Canon** of Christian Scriptures in the **Bible**.

**Nicene Creed**

Key statement of Christian faith and doctrine formulated in 325 **CE**.



### **Non-conformist**

Term used to describe Protestant Christian bodies that became separated from the established **Anglican Church** in the 17th and 18th centuries CE.

### **Old Testament**

That part of the **Canon** of Christian Scriptures which the **Church** shares with the Jewish faith, comprising the 39 books covering the **Hebrew Canon**, and in the case of certain denominations, additionally some books of the **Apocrypha**. The first part of the Bible.

### **Orders of Ministry**

The historic ordering of church ministers. It may include **Bishops** (or **Patriarchs**), **priests** and **deacons**.

### **Ordination**

In episcopal **Churches**, the 'laying on of hands' on **priests** and **deacons** by a **bishop**. In non-episcopal Churches, the 'laying on of hands' on ministers by other representatives of the **Church**.

### **Orthodox**

(i) The **Eastern Orthodox Church** consisting of national Churches (mainly Greek, Russian or Slav), including the ancient Eastern Patriarchates. They hold the common **Orthodox** faith and are in communion with the Patriarchate of Constantinople. They see their history as separate from Rome from 1054 **CE**.  
(ii) Conforming to the creeds sanctioned by the ecumenical **Councils**, for example, Nicaea, Chalcedon.

### **Palm Sunday**

The Sunday before **Easter**, commemorating the entry of **\*Jesus** into Jerusalem when crowds waving palm branches acknowledged him.

### **Parables**

Stories with a spiritual (and moral) message, sometimes hidden. This was an important recorded teaching method of **\*Jesus**. His **Parables** form some of the most remembered parts of the **New Testament**.

### **Paraclete** [Latin]

*Comforter / Advocate*. Term used for the **Holy Spirit**.

### **Parousia**

*Presence*. The Second Coming or return of **\*Jesus Christ**.

### **Passion**

The sufferings of **\*Jesus Christ**, especially in the time immediately leading up to his **crucifixion**.

### **Patriarch** [Latin]

*Father*. (i) Title for principal **Eastern Orthodox** bishops.  
(ii) Early Israelite leaders such as **\*Abraham**, **\*Isaac** and **\*Jacob**.

### **Pentecost** [Greek]

*Fifty Days*. The Jewish Feast of Weeks (Shavuot), which comes seven weeks ('fifty days') after Passover (Pesach). On the day of this festival around 30 **CE**, the followers of **\*Jesus** received the gift of the **Holy Spirit**. It is therefore regarded by some as the birthday of the **Church**.

### **Pentecostal** (or **Pentecostalist**)

(i) A Christian who belongs to a **Church** that emphasises certain gifts which were granted to the first believers on the Day of **Pentecost** (such as the power to heal the sick and speak in tongues). (ii) A Christian **denomination**.

### **Priest**

A servant of the church. Officiates at **Mass** (**Holy Communion**). One of the **Orders of Ministry** (see also **Bishops** and **Deacons**).

### **Pontiff**

*Bridge*. See **Pope**.

### **Pope** [Latin]

*Bridge*. The **Bishop** of Rome, head of the **Roman Catholic Church**, the largest Christian **denomination**. Also called **Pontiff**.

### **Presbyterian**

(i) A member of a **Church** that is governed by elders or 'presbyters'.  
(ii) A group of **denominations** such as the national **Church** of Scotland.

### **Protestant**

That part of the **Church** which became distinct from the **Roman Catholic** and **Orthodox** Churches in the 16th century **CE** when their members professed (or 'protested' - hence **Protestant**) the centrality of the **Bible** and other beliefs. Members affirm that the **Bible**, under the guidance of the **Holy Spirit**, is the ultimate authority for Christian teaching.

### **Pulpit**

An elevated platform from which **sermons** are preached.

### **Purgatory**

In some traditions, a condition or state in which good souls receive spiritual cleansing after death, in preparation for **heaven**. This is not **Orthodox** teaching.

### **Quaker**

A member of the **Religious Society of Friends** established through the work of **\*George Fox** in the 17th century **CE**.

### **Reconciliation** (**Confession**)

(i) **Sacrament** of the (Roman) **Catholic Church**, consisting of Contrition, **Confession** of **Sins**, and **Absolution**. (ii) The human process of reconciling Christians with one another.

**Redemption**

Derived from the practice of paying the price of a slave's freedom; and so, the work of \***Jesus Christ** in setting people free through his death.

**Reformation**

A 16th century **CE** reform movement that led to the formation of **Protestant Churches**. It emphasised the need to recover the initial beliefs and practices of the **Early Church**.

**Religious Society of Friends**

A Christian **denomination**. See under **Quaker**.

**Resurrection**

(i) The rising from the dead of \***Jesus Christ** on the third day after the **crucifixion**. (ii) The rising from the dead of believers at the Last Day. (iii) The new, or risen, life of Christians.

**Roman Catholic**

That largest part of the **Church** owing loyalty to the **Bishop** of Rome, as distinct from **Orthodox** and **Protestant Churches**.

**Sacrament**

An outward sign of an inward blessing, as in **Baptism** or the **Eucharist**.

**Salvation**

The key Christian understanding that through acceptance of the gift of the death of \***Jesus Christ** our **sins** are forgiven and we are reconciled with God.

**Salvationist (Salvation Army)**

A member of the **Salvation Army** founded in London by Rev'd \***William Booth** and \***Catherine Booth** in the 19th century **CE**.

**Sanctification**

The process by which a believer is made holy, to become like \***Jesus Christ**.

**Sanctuary**

(i) Biblically, historically and legally, a place of refuge. (ii) In some traditions the room set-aside for worship.

**Sermon**

Method of teaching. \***Jesus'** most famous is his **Sermon** on the Mount (Matthew 5-7).

**Sin (Sins)**

(i) Act of rebellion or disobedience against the known will of God. (ii) An assessment of the human condition as disordered and in need of transformation.

**Son**

As in **Son** of God, title of \***Jesus**, as second person of the **Holy Trinity**. The term **Son** in a co-equal **Trinity** can be very confusing.

**Synoptic [Latin]**

*Having a common viewpoint.* It is applied to the presentation of \***Jesus'** life in the first three **Gospels** of \***Matthew**, \***Mark** and \***Luke** in contrast with that given in the **Gospel** of \***John**.

**Tabernacle**

(i) A receptacle for the **Blessed Sacrament**, not immediately consumed but set aside or 'reserved' (mainly in **Roman Catholic** and **Eastern Orthodox Churches**). The presence of the consecrated elements is usually signaled by a continuously burning light. (ii) Term used by some **denominations** of their building.

**Transubstantiation**

**Roman Catholic** doctrine concerning the **Mass**, defined at the Lateran **Council** of 1215 **CE**, and confirmed at the Council of Trent in 1551 **CE**. This states that in the **Eucharist**, at the words of consecration, the substance of the bread and wine becomes the substance of the Body and Blood of \***Jesus Christ**, and that he is thus present on the **Altar**.

**Trinity [Latin]**

*Three in unity.* Three persons in one God. The do trine of the three-fold nature of God - **Father**, **Son** (\***Jesus**) and **Holy Spirit**.

**(The) Twelve**

The Twelve key **Disciples** or **Apostles** chosen by \***Jesus** to be amongst those who received his teachings direct, sometimes including additional details.

**Unction (Sacrament of the Sick)**

The anointing with oil of a sick or dying person.

**United Reformed Church**

A **Church** formed by the union of English Congregationalists with the **Presbyterian Church** of England, and subsequently the Reformed Association of the Churches of Christ.

**Virgin**

See also **Mother of God**. See \***Mary** in the Biography.

**Vatican**

The residence of the **Pope** within the city of Rome, and the administrative centre of the **Roman Catholic Church**. The chief building of the **Vatican** is Saint Peter's Basilica, built on the traditional site of Saint \*Peter's tomb. The Vatican City is the world's smallest nation state and has ambassadors throughout the world.

**Whitsun [Old English]**

See under **Pentecost**.





## Biographical Summaries

The following are brief details of people mentioned in the Syllabus and other examples. The dates of **Old Testament** characters are estimations from calculations of Biblical chronologies against historical dating.

**Abraham** ("*Father of a Multitude*") (2166 - 1991 **BCE**) **Patriarch**, who received a covenant with God.

**Canon \*Albert Ernest Sorby** (d. 1934 **CE**), Rector of Darfield 1892-1934. Won the Darfield Judgement (1906).

**Saint \*Andrew** (1st century **CE**), Andrew bar-Zebedee fisherman from Capernaum. One of the **Twelve Apostles**. Patron Saint of Scotland. Feast day November 30th. (**Gospels**)

**\*Catherine Booth (1829-1890 CE), the Religious Society of Friends**. co-founder of the **Salvation Army** with her husband, **\*William Booth**.

**\*Cecily Saunders** (b. 1918 **CE**), founder of the hospice movement.

**The Reverend \*Charles Wesley** (1707- 1788 **CE**), born in nearby Epworth, Lincolnshire, **Anglican priest**, co-founder of the **Methodist** movement. One of the most famous Christian hymn writers.

Saint **\*Claire of Assisi** (c. 1194-1253 **CE**), Friend of Saint **\*Francis**, she founded an order of nuns now called the 'Poor Glares'. Feast day August 11th.

Sir **\*Cliff Richard** (b. 1940 **CE**), Harry Webb rock and roll singer ('the English Elvis') who became a Christian and works with many charities.

**\*Constantine the Great** (d. 337 **CE**), Roman Emperor who after conversion, ordered the conversion of the Roman Empire, to the Christian faith.

Archbishop **\*Desmond Tutu** (b. 1931 **CE**), **Anglican** Archbishop of Cape Town during the end of apartheid and then chaired the national Truth and Reconciliation Commission.

King **\*David** ("*Beloved*") (c. 1040-970 **BCE**), King of Israel from whom **\*Jesus** descended through **Mary** (and Joseph), which due to the census saw **\*Jesus** birth in **\*David's** town, Bethlehem.

**\*Elizabeth Fry** (1780-1845 **CE**) (nee Gurney), Prisons and social reformer.

Sister **\*Frances Dominica** (b.c. 1943 **CE**), Founder of Helen House the world's first Children's hospice, in Oxford.

**\*George Fox** (1624-1690 **CE**), founder of the **Religious Society of Friends**.

Saint **\*Francis of Assisi** (1181-1226 **CE**), Frivolous, rich young man who felt a call from God and began as a wandering preacher, founding a monastic order. The first recorded stigmatic. Well known for his care of animals. **Pope \*John Paul II** proclaimed him patron Saint of ecologists. Feast day October 4th.

King **\*Henry VIII** (1491-1547 **CE**), King of England (1509 - 1547), whose desire for a divorce caused him to break the English **Church** away from Rome, culminating with the Act of Supremacy (1534) creating the **Anglican Church**.

**\*Isaac** ("*Laughing*") (b.c. 2066 **BCE**), Son of **\*Abraham** and Sarah. A **patriarch**.

**\*Jacob** ("*Supplanter*") (c. 2006-1859 **BCE**), younger twin son of **\*Isaac**. Had 12 sons. Later called Israel ("*One who struggles with God*") (Genesis 25-50).

**\*Jackie Pullinger** (b. 1944 **CE**), worker with drug addicts in Hong Kong.

The Reverend **\*James Hudson-Taylor** (1832-1905 **CE**), Barnsley-born founder of the China Inland Mission.

**\*Jesus** ("*The LORD saves*") (c. 4 **BCE** - 30 **CE**), **Incarnation** of the Second Person of the **Trinity**. He exercised a ministry of preaching, teaching and miracles in Palestine (Israel). His life, ministry, death and **resurrection** are the key to the Christian faith (**Gospels**).

Saint **\*John the Baptist** (1st centuries **BCE & CE**), John bar-Zechariah, forerunner / preacher, cousin of **\*Jesus**. Feast day June 24th (**Gospels**).

Saint **\*John the Divine** (d. c. 100 **CE**), John bar-Zebedee. **Apostle**. Fisherman. Credited with the writing of a **Gospel**, three **Epistles** and the Book of Revelation. Feast day December 27th. (**Gospels**)

Pope **\*John Paul II** (1920-2005 **CE**), Karol Wojtyla, the first Polish priest to lead the **Roman Catholic Church**, the third longest serving and the most widely travelled **Pope** in history.

The Reverend **\*John Wesley** (1703-1791 **CE**), born in nearby Epworth, Lincolnshire, **Anglican** priest, from whom the **Methodist Church** emerged. He visited Barnsley on a number of occasions.



The Reverend Dr **\*John Wycliffe** (c. 1324-1384 **CE**), born near Richmond, North Yorkshire. Oxford scholar who, in 1382 translated the Bible from Latin into English, the first person to do so.

**\*Jonathan Edwards** (b. 1966 **CE**), 2000 Olympic Triple jumper gold medalist and broadcaster.

**\*Judas Iscariot** (1st Century **CE**), **Apostle**, the group's treasurer who betrayed **\*Jesus**. (**Gospels**).

**\*Leonardo da Vinci** (1452-1519 **CE**), Italian Renaissance man. Painter of 'The Last Supper' (1495) and 'Madonna and Child' (1478).

**\*Ludwig Fauerbach** (1804-1872 **CE**), German philosopher and author of 'The Essence of Christianity' (1841).

Saint **\*Luke** (1st Century **CE**), Greek doctor and travelling companion of Saint **\*Paul**. Wrote a **Gospel** and a history of the **Early Church**, The Acts of the Apostles. Feast day October 18th. (**Acts**).

**\*Martin Luther** (1483-1546 **CE**), German **priest** whose protests against the **Roman Catholic Church** was one of the key factors in the **Protestant Reformation**.

The Reverend Dr. **\*Martin Luther King, Jr.**, (1929-1968 **CE**), Assassinated American **Baptist** Minister and Civil Rights activist.

The **Virgin \*Mary** (1st centuries **BCE & CE**), Young girl from Nazereth, visited by the Archangel Gabriel and told she would have a child, **\*Jesus**, the **Messiah**. (**Gospels**)

Saint **\*Mary Magdalene** (1st Century **CE**), Mary of Magdaia. Healed by **\*Jesus** (Luke 8:1-2), at the Crucifixion and found the empty tomb (Mark 16:1-9, John 20:11-18) Feast day July 22nd.

Saint **\*Matthew** (1st Century **CE**), Levi bar-Alphaeus. Taxcollector. One of the Twelve **Apostles**. Wrote a **Gospel**. Feast day September 21st (**Gospels**).

Saint **\*Mark** (1st Century **CE**), John Mark. Travelled with Saint **\*Paul** and friend of Saint **\*Peter**. Wrote a **Gospel**. Feast day April 15th (Mark 14:51-52, Acts).

**\*Moses** ("**Drawn Out**") (c. 1527-1406 **BCE**) Leader of people of Israel from slavery in Egypt. Received the Ten Commandments (Exodus - Deuteronomy).

**\*Michelangelo Buonarroti** (1475-1564 **CE**), Renaissance artist. Painted the Sistine Chapel in the **Vatican** (1508-1513, 1536-1541)

**\*Nicky Cruz** (b. c. 1945 **CE**), reformed murderer and New York gang-leader who became an international **evangelist**.

Archbishop **\*Oscar Romero** (1917-1980 **CE**), Archbishop of El Salvador, assassinated on the steps of his **cathedral**, for talking about social justice and the **Gospel** of Liberation.

Saint **\*Paul** ("Small") (1st century **CE**), Saul of Tarsus, a Pharisee who whilst persecuting the **Early Church** underwent a dramatic conversion. He later became an **Evangelist** and **Apostle**, founding **churches**, writing **epistles** and brought the Christian faith into Europe. (**Acts and Epistles**)

Saint **\*Peter** ("Rock") (1st century **CE**), Simon bar-Zebedee, Fisherman from Capernaum, One of the Twelve **Apostles**. According to **Roman Catholic** tradition the founding **Pope** (**Gospels, Acts and Epistles**).

**\*Roy Castle** (1932-1994 **CE**), entertainer and broadcaster, whose fight against cancer and passive smoking were combined with a sharing of his faith.

**\*Samuel** ("**The LORD Hears**") (11th century **BCE**), Prophet and Judge. Anointed **David** as King (1 Samuel 1-28).

**\*Sigmund Freud** (1855-1939 **CE**), 'Father of psychoanalysis' and critic of religion.

Saint **\*Stephen** (d.c. 30 **CE**), One of the first **Deacons** of the **Early Church** who was killed for his preaching, becoming the first Christian martyr. Feast day December 26th (**Acts 6-7**).

**\*Terry Waite** (b. 1939 **CE**), Church Army Officer, who acted as a peace envoy of Robert Runcie, the then Archbishop of Canterbury.

Mother **\*Theresa of Calcutta** (1910-1997 **CE**) Agnes Gonxha Bojaxhii, Albanian born **Roman Catholic** nun who worked amongst the slums of India.

The Reverend Dr. **\*Thomas Bowman Stephenson** (1839-1912 **CE**), **Methodist** minister, who founded the National Children's Home (with many current projects in Barnsley) and **Methodist** Diaconal Order (which was based at Ilkley).

**Dame \*Thora Hird** (1911-2003 **CE**), Northern actress and broadcaster.

Dr. **\*Thomas Barnardo** (1845-1905 **CE**), Dublin-born children's work founder, who was inspired by **\*James Hudson-Taylor**.



The Reverend **\*William Booth** (1829-1912 **CE**), London-based **Evangelist** of the **Methodist New Connexion**, who founded the **Salvation Army**.

**\*William Tyndale** (c. 1494-1536 **CE**), **Protestant** reformer and **Bible** translator, printing his **New Testament** in 1526.

**\*William Wilberforce** (1759-1833 **CE**), Member of Parliament for Hull and Yorkshire, converted suddenly in 1785, he campaigned for social reforms, particularly the ending of human slavery in Britain with the Abolition Bill (1807).