

**RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning**

Year 6: Unit 1

Term: Autumn 1

Year:

Are saints encouraging role models?

Key Concepts: Persecution; Saints; Commitment; Martyr; Faith

Learning Objective: to explore reasons behind the persecution of saints/believers; to compare the saints to the person and persecution of Jesus

Brief Background Information for Teachers

Saints are usually considered to be people who have a special relationship with God and in the Catholic church they have to have miracles associated with them – healings for example. In the writings of the early church all believers were addressed as saints and the protestant church to some extent maintains this definition. Many of the saints historically revered by the church are the early martyrs – those who were persecuted and then killed for their faith. Stephen in chapter 7/8 of Acts is usually called the first martyr. Peter, one of Jesus’ disciples was martyred, as was Paul; throughout history many of those who refused to change their faith in the face of persecution have been called saints and been beatified by the catholic church. Some well-known saints, such as St Michael, are different. He is understood to be the archangel who defeated Satan in the battle in heaven and churches built on sites of pagan worship are often named after him. Other saints have passed more into legend – St George and St Nicolas are examples of this. St Nicolas, a Bishop in Smyrna, has become the St Nick of the Christmas season, morphing in some cultures into Santa. Some saints are more controversial: Charles 1, the king who was executed is often considered a saint, as he died for the cause of the Divine Right of Kings. In catholic countries almost every day is named for a saint, and in France people often celebrate their saint’s day more than their birthdays! Many saints have been made in modern times: Mother Teresa and Oscar Romero are examples. Different denominations of the church will place an emphasis on different saints, and there is often a regional emphasis as well. Explore the saints connected with the area of your school and local church. If there is a specific one of interest, consider changing the “big question” to something like “Is St ... a good name for a school/church?” or “How should St ... be best remembered?” This is a good unit to bring in a little local colour. It is worth noting also that Christians are still persecuted for their faith in many parts of the world (see Open Doors charity for information and resources) and that other faiths also talk about saints. Christians do not consider Jesus to be a saint, however for although he was killed unjustly he was God as well as human. In theological understanding his death was essential for the salvation of humans and therefore different to that of a martyr. Relics of saints have been kept in churches and revered through the centuries; elaborate containers – reliquaries – often contain bones, hair, clothing or other items said to belong to the saint. Some churches have grown around such items and have become places of pilgrimage.

Expected learning

Pupils will know the story of Stephen, the first Christian martyr and know a range of other saints; they will know some reasons why people may be called saints and evaluate their contribution; they will know about any local saints; they will know that people are still beatified today and be able to name some modern day saints; they will know that Jesus is not considered to be a saint, but the Son of God and discuss the difference; they will know that some other religions talk about saints and describe what that means for them.

Developing

Pupils will be able to name a small range of saints and evaluate their contribution; they will know that some denominations value saints more highly than others; they will know that many saints have chosen to die rather than renounce their faith; they will know that places are often named after saints

Excelling

Pupils will understand and discuss questions of holiness, commitment and martyrdom; they may link their knowledge of saints to current affairs; they will know that religious persecution continues today and make links to ideas about tolerance and individual liberty

Engage:

- Ask whether it is good for a school to be named after a saint or other famous religious person? (Vary according to context – if a school is named for a specific saint, explore that one.) Can the children name any saints? Do they know anything about them? Pupils look at art works/photographs depicting saints and other religious believers, particularly any which have been killed for their faith. (Martin Luther King, Mother

RE SCHEME OF WORK
KEY STAGE 2
Mid-term planning

Teresa, Dietrich Bonhoeffer, and Oscar Romero as well as St. Michael, St. Peter, St. George, St. Joan, St. Catherine, St. Stephen, St. Francis, St. Paul, Thomas à Beckett and Charles I) Do they have anything in common? Choose the odd one out from the three they have? Does this raise questions? Why are these people depicted like that?

Enquire & Explore: (AT1)

- Research any that the children find interesting. Use Wikipedia; research some of the early Christian martyrs from the book of Acts. Use www.request.org.uk for lots of information about saints, exploring particularly why the church has called these people saints. (N.B. many protestants view all believers as saints, as in the letters of St. Paul) Find out why people did the things that they did; did they hope to gain by their actions, including being martyred?
- Find out about how saints have been revered through the years – look at the issues of pilgrimages, relics, shrines and the Catholic custom of praying to the saints.
- Establish that people are still killed for what they believe today – news stories could be explored where appropriate.

Evaluate: (AT2 Impersonal)

- If these people had not died for their faith would they be famous? What are the consequences of their deaths? How do people cope with persecution?
- Compare the saints to Jesus. Is Jesus a saint? What does the church believe about saints? Do saints have to be dead? Do saints have to have been killed? Do saints have to be believers? Should people be considered as saints if they deliberately get themselves killed?

Reflect & Communicate: (AT2 Personal)

- Would you want to make anyone a saint? Why? Could they be a saint if they were still alive?
- Would you want to be thought of as a saint? If so, why? If not, why not?
- Are these people role models or warnings? If someone is killed for their faith does that encourage you?
- Do you need to change your views about saints as a result of what you have learned?

Evaluation:

- | | |
|---|---|
| <ul style="list-style-type: none"> • What went well? | <ul style="list-style-type: none"> • Even better if: |
|---|---|

Some suggested resources:

- Pictures of saints – perhaps turned into an odd one out activity or a compare/contrast sheet
- Wikipedia or www.request.org.uk
- www.opendoorsuk.org for information about current persecution of Christians
- The book of Acts and The Epistles of St. Paul
- Books about the lives of Saints
- School logo or motto if appropriate
- Visit to a church named for a particular saint if applicable

RE SCHEME OF WORK
CLASS RECORD SHEET
Assessment opportunities & activities

Year 6: Unit 1

Term: Autumn 1

Year:

Are saints encouraging role models?

Some pupils will have made more progress and will use a developing religious vocabulary to:

- Write an encyclopaedia entry for saint, giving as much information as possible
- Show that they understand the different beliefs within the church regarding saints, referring to pilgrimage, relics and prayer for example
- Annotate a picture or a text about a saint to show reasons for the person's sanctification
- Explain the impact that saints might have on the communities which remember them
- Choose the life story of a saint and explain how it resonates with their own experience
- Ask and suggest answers to questions about holiness, persecution and make links to their own lives and those of others (e.g. in bullying issues, and the historical context of the holocaust)

Most pupils will be able to use an increasing religious vocabulary to:

- Describe and show understanding of the beliefs of saints and the influence of these beliefs on behaviour
- Describe the differences between saints and Jesus
- Describe some similarities between the saints of Christianity and of other religions and none
- Describe impact of faith on the lives of believers, particularly in the face of persecution
- Suggest meaning for reliquaries and compare their use to objects used by other faiths
- Ask and suggest answers to questions about the choices saints made
- Evaluate their own responses and choices in the light of the lives of saints

Some pupils working not have made as much progress and will be able to use religious words and phrases to:

- Make links between some Bible stories and the lives and beliefs of saints
- Begin to identify the impact belief has on the lives of saints
- Describe how saints are viewed by some in the church, referring to pilgrimage or relics or another feature
- Ask important questions about the lives of saints and reflect on what it means for them
- Make links between the lives of saints and their own life choices