

Year Group: Year 6

Unit: Unit 2B.3 – People of God – How can following God bring freedom and justice?

Prior Learning

Pupils will know that:

- The Old Testament pieces together the story of the People of God.
- The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.
- Christians apply this ideas to living today by trying to serve God and to bring freedom to others; for example, loving others; caring for them, bringing health, food, justice, and telling the story of Jesus.

Learning outcomes:

By the end of this unit, pupils are expected to be able to:

- Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

Key concepts:

Interpretation of belief and teachings - understanding and critically responding

Exploration of practices and ways of life - including impacts on everyday life.

Appreciation of expressions of beliefs through different forms.

Key vocabulary:

Slave, children of Israel, freedom, God, suffering, leadership, vulnerability, obedience, evil, covenant, command, justice, salvation, commandment

Evaluation of own and others' values to make informed and rational conclusions.	
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Resources:

Extract from the film 'The Prince of Egypt' are still a good way to introduce the story of Moses and the Exodus.

Toybox is a Christian charity with a mission of ending the injustice of children living and working on the streets. Their website is: www.toybox.org.uk/ NB: make sure you check the pages out first before showing them to pupils.

The Five Marks of Mission:

www.churchofengland.org./media/1918854/the%20five%20marks%20of%20mission.pdf

Some churches have plans showing how they will work towards each of the Five Marks of Mission. Some of these can be found online.

Traidcraft's Orange Trading game and accompanying activities can be found at:

www.traidcraftschools.co.uk/media/aaa8d308-2b49-46be-a226-e329037beda5

Christian Aid's Chocolate Trade game and accompanying activities can be found at:

http://learn.christianaid.org.yk/YouthLeaderResources/choc_trade.aspx

Information about Toilet Twinning can be found here: www.toilettwinning.org.

Teaching sequence suggestion

	Learning Objectives	Suggested Teaching Activities
1	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.	<p>Imagine life as a slave in ancient Egypt. Look at Exodus 1:8-14 and Exodus 1:22 and find as much evidence as possible about what life must have been like for a Hebrew slave in Egypt.</p> <p>Hot-seat pupils in the role of slaves to find out a) what they have to do as slaves; b) what they would like to do but can't due to their status.</p> <p>Help pupils to learn the first four of eight events from Moses' life (see Resources for where to find these stories):</p> <ol style="list-style-type: none"> 1) Being put in a basket and found by Pharaoh's daughter 2) Killing of the taskmaster 3) Fleeing Egypt 4) The burning bush <p>Focus on the burning bush. What are Moses' feelings about going back to Egypt? Why do pupils think this is?</p> <p>Pupils think of adjectives to describe Moses' feelings throughout the story of the burning bush and create emotion graphs.</p> <p>Recap their learning about the People of God. Explain that Moses and the children of Israel were part of the people of God. Exodus 3:6 shows their link to God and Abraham.</p>
2	Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.	<p>Continue learning the eight events in Moses' life by looking at event number 5) the ten plagues.</p> <p>Ask pupils to put themselves in the position of Moses and Pharaoh after the eight plague (locusts) and create a 'conscience alley' for each of these men.</p>

		<p><i>Moses' conscience alley:</i> Pupils on one side give reasons for Moses to continue following God's will and attempting to get the slaves released; the other side state reasons why Moses should give up.</p> <p><i>Pharaoh's conscience alley:</i> Pupils on one side give reasons why Pharaoh should keep the Hebrews as slaves, the other side give reasons why Pharaoh should grant their freedom.</p> <p>Learn the last three of the events from Moses' life:</p> <ul style="list-style-type: none"> 6) Leading children of Israel out of Egypt 7) Crossing the Red/Reed Sea 8) The covenant on Mount Sinai <p>Give pupils tasks to consolidate their knowledge of the story; for example, 'quick draw': spending 30 seconds drawing each of the eight events (four minutes in total) or verbally summarising each event in ten seconds.</p> <p>Help pupils to identify some main themes in the story of Moses' life; for example, freedom, God, suffering, leadership, vulnerability, obedience, evil. Ask groups to make two tableaux representing a theme – one showing it within the story, the other within the world today. Which these do pupils think is most central to the life of Moses and why?</p>
3	<p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p>	<p>Look at the Ten Commandments given at Mount Sinai (see Resource Sheet 1) and remind pupils of their learning about in previous units.</p> <p>For each commandment, ask pupils to work out what some people must have been doing, if the People of God had to be</p>

		<p>given that command. (You don't need rules to make you do something if you are doing it already!)</p> <p>Introduce the idea that many Christian people see Jesus as bringing a new covenant – a new relationship with God. His teachings and actions showed how to live. Look at the two greatest commandments Jesus reminds listeners of in Matthew 22:37-40. Ask pupils to spot links between these and the Ten Commandments (for example, Love God – 1-4; Love your neighbour = 5-10).</p> <p>Give scenarios for pupils to role play with two endings – the first when Jesus' great commandments are followed, the second when they are not. <i>For example, how to respond to: someone who never lets you join in, someone who is in your group for project work but mucks about and is unhelpful, someone you have never met before but is in a bad situation (hurt/ homeless and so on), when you yourself are finding something difficult to master, when you fall too ill to do something really important to you, when your friends are poking fun at religion.</i> Discuss what might happen in the scenarios if the commandments were followed but not fully. <i>For example, God was loved but not with all heart, soul and mind, and neighbours were loved but not as 'yourself'.</i> How do these commands help to bring freedom and justice?</p>
4	<p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p>	<p>Ask pupils how similar or different the world is now: how many of those things are still going on? From this, ask pupils to give three good reasons why Christians (and Jewish people) argue that the Ten Commandments are still important today; compare this with what an atheist might say about the value of these commands today.</p>

		<p>Ask pupils to work out which of the Commandments they think would be hardest for a Christian to keep. Is it possible to keep all ten, always? Is it hard not to kill? Is it harder to never be greedy, or to always tell the truth? What happens when humans fail to live up to the standard? Should a person be punished or helped? Why?</p> <p>Remind pupils that God rescues his people in the story of Moses by delivering them from Egypt and then making the covenant with them – not demanding that they obey the commands first and only rescuing them if they manage it. What difference does this make?</p> <p>Ask them to weigh up which Commandments would have most impact on the world, if everyone followed them.</p>
5	<p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p>	<p>The story of the Exodus has inspired Jewish and Christian people for centuries. Ask pupils to give at least three reasons why this might be the case. Ask pupils to identify any parts of the story that are inspiring and why. What lessons could there be for all people about resisting injustice and tyranny?</p> <p>It is not only Christian and Jewish people who want freedom and justice, of course! Reflect on why ideas of freedom and justice are so important in the world today.</p> <p>Find some local people who are involved in working for freedom and justice (or look at some more global examples; for example, Desmond Tutu, Malala, Aung San Suu Kyi and Pandurang Shastri Athavale). How inspiring and helpful are these examples?</p> <p>Choose a Christian charity that seeks to bring freedom and justice. Unit 2a.4 recommended Christian Aid and Tearfund; these would work here too, but you might use a local alternative, or</p>

		<p>have a look at Toybox (Toybox is a Christian charity in South and Central America, India and Africa).</p> <p>Imagine pupils are asked to write for the Toybox website to encourage Christians in the UK to support their work. What ideas from their learning so far would they use to persuade supporters?</p> <p>Make links with the story of Moses, the children of Israel, the Ten Commandments and Jesus' two great commandments.</p>
6	<p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>	<p>Many Christians see the story of the Exodus as looking forward to salvation, being freed from slavery to sin through Jesus.</p> <p>Make use of the Frieze artwork to show making the connection between the liberation of the People of God from slavery, and the Christian belief that Jesus brings salvation from sin. Talk about the parallels.</p> <p>Ask pupils to address the key question: How can following God bring freedom and justice? They should answer in the light of their learning about God bringing freedom to the people of God, but also how believers try to bring justice today.</p> <p>In groups and then as a class, don't write Ten Commandments, but write Ten Lessons for Living, where pupils show what we can all do to bring more freedom and justice, explaining why these are good Lessons for Living. See if there are three easy steps that pupils can take towards justice themselves.</p>

Digging Deeper

Digging Deeper outcomes and programmes of study are available for groups who are ready to deepen their understanding in this unit.

	Cross-curricular links	Specific school context
1		
2		
3		
4	PSHE – KS2 – Relationships – that their actions affect themselves and others.	
5		
6	PSHE – KS2 – Relationships – that their actions affect themselves and others.	

Assessment (linked to learning outcomes)		
Emerging	Secure	Exceeding
<p>Pupils will know that:</p> <p>The Old testament tells the story of a particular group of people, the 'children of Israel' – known as the People of God – and their relationship with God.</p> <p>The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p>They believe he promises to stay with them, and Bible stories show how God keeps his promises.</p>	<p>Pupils will know that:</p> <p>The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David), they have to learn new ways of following God.</p> <p>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death</p>	

<p>The Old Testament narrative explains that the people of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</p> <p>Christians believe that, through Jesus, all people can become the People of God.</p>	<p>and resurrection also rescue people from slavery to sin.</p> <p>Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice and telling the story of Jesus.</p> <p>Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.</p>	
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