

Year Group 6	Christianity
Strand:	Human and Social Science – Community and Identity
Key Question:	How and why do Christians try and make the world a better place?
Focus of study:	Explore Maslow’s hierarchy of needs and UN Children’s rights and a range of Christians charities and the teachings that underpin them – such as Christian Aid – ‘we believe in life before death’; consider whether this is the logical outworking of a faith in Jesus.
<b>Background information for teachers:</b>	
<p>For many Christians, Genesis and the Creation story are about the beginning of the world and also about the start of the relationship between God and God’s creation. Much of this story focuses on God’s relationship with people. Individual choice runs concurrently with Adam and Eve choosing to disobey God and not accepting responsibility or even apologising for their actions. It also offers an explanation as to why the world is not always considered ‘very good’. Humans are given a commission to steward the creation, and to care for it. From the beginning they are offered the chance to participate in care for the world, beginning with Adam’s invitation to name the animals. Teaching that humans are made in the image of God is often seen as one of the main motivators for charity work.</p> <p>Throughout the Old Testament there are stories of people helping others – bringing healing, providing food, rescuing people, teaching and prophesying. There are frequent references to the need to care for widows and orphans. Many of the laws are about ensuring that justice is done. This work was carried on by Jesus in the New Testament and there are many stories that could be explored. The disciples carried on with the same work. In Acts 6 they appoint people to ensure that the widows are treated equitably with regards to the distribution of food. In many of Paul’s letters, he talks of collections of money to give to churches that are in difficulty.</p> <p>Many Christians throughout history have followed these examples of Jesus and the disciples. Monasteries and abbeys offered hospitality, healing and learning for the poor. The inhabitants modelled helping people, particularly those who were sick or suffering. To fund this work, a tithe was collected – part of people’s harvest. A few villages still have their historic tithe barns. Traditionally Christian teaching suggested that 10% of income should be given to the church, either in money or goods. This was known as ‘Tithing.’ Many churches still take a weekly collection during services, but it is not compulsory to give and isn’t a condition of membership of a church. This money is used to support the work of the church, and in many churches 10% of this income is in turn given away to chosen charities.</p> <p>Many Christian organisations have been set up not as places of worship, but specifically to operate as charities. Look at Tearfund, Christian Aid, Trussell Trust (which runs food banks), Christians Against Poverty (CAP) and many charities that appear to be secular, had a Christian foundation.</p>	
<b>Prior learning:</b>	<p>Different people think that different things are right.</p> <p>People get their ideas about what is right and true from other people and from the things that they read.</p> <p>Asking questions helps people to decide what is right.</p> <p>A good life is not something agreed on by all people.</p> <p>The Golden Rule gives some guidance that is accepted by most people.</p> <p>Many religions believe that there are rewards for living whatever they decide is a ‘good’ life.</p> <p>Many governments lay down rules that are meant to help people live a good life.</p>
<b>Building Blocks:</b>	The teachings of Jesus encourage Christians to love and care for each other and the world.

	<p>Christians believe that the good news of Jesus can transform the lives of people now and in the future.</p> <p>Christians believe that the good news of Jesus should be shared in word and action to make the world a better place for all.</p>
<b>Outcomes:</b>	<p>Pupils are expected to:</p> <ul style="list-style-type: none"> <li>○ Explain connections between biblical texts and Christian ideas of stewardship.</li> <li>○ Explain Maslow’s hierarchy of needs and Universal declaration of the rights of the child.</li> <li>○ Show how Christians put their beliefs into practice.</li> <li>○ Respond to the idea that Christians have great responsibility for the Earth.</li> </ul>
<b>Resources:</b>	<p><a href="#">Images of Maslow’s hierarchy of Needs</a> – other versions are available; this one links to a video as well.</p> <p>Bible Texts</p> <ul style="list-style-type: none"> <li>• The Widow’s Offering (Mark 12:41 and Luke 21:1)</li> <li>• The Sheep and Goats (Matthew 25:31-46).</li> </ul> <p><a href="#">Universal Declaration of the Rights of the Child</a> – a great visual on the declaration</p> <p><a href="#">United Nation Convention on the Rights of the Child</a> – a visual representation</p> <p><a href="#">RE Quest: Search</a> on charity, including information about charities, and social justice more widely.</p> <p><a href="https://www.natre.org.uk/about-natre/projects/spirited-arts/">https://www.natre.org.uk/about-natre/projects/spirited-arts/</a></p> <p>Websites of individual charities such as Cafod, Christian Aid, Tearfund,</p>

### Engage: 1 Lesson (approx.)

#### Lesson 1: What does the world need?

Ask the pupils to make a list of all the things that they think are essential for an individual and all the things that are essential for the world as a whole. How many of these things are the same? How do they know what he needs are? Where/how do we find out what people need? Who decides?

They could rank the ideas and then compare them to Maslow’s Hierarchy and the UNHCR rights of the child, which will need to be introduced, perhaps using the visuals suggested in the resource section. If the school is a Rights Respecting School you may have resources of your own, and pupils make already have some of this knowledge.

The UNCRC consists of [54 articles](#) that set out children’s rights and how governments should work together to make them **available to all children**.

Under the terms of the convention, governments are required to **meet children’s basic needs** and help them **reach their full potential**. Central to this is the acknowledgment that every child has basic fundamental rights. These include the right to:

- **Life, survival and development**
- **Protection from violence, abuse or neglect**
- An **education** that enables children to **fulfil their potential**
- Be **raised by**, or have a **relationship with, their parents**
- **Express their opinions** and be **listened to**.

Give pupils sheets with the rights on them. In groups, pupils decide which rights are in which of the 5 categories listed above. How do these compare with the ideas that the pupils had about what the world needs?

Ask pupils how we ensure that everyone has access to the different rights. Mind map.  
 Allow pupils to gather questions that might need to be asked – such as who has the right to decide what people need.

### Enquire and Explore: 3 or 4 lessons as required

#### How should Christians respond to the needs of the world?

**Lesson 2/3** Explore Bible stories related to giving.

“So, when you give something to a needy person, do not make a big show of it, as the hypocrites do in the houses of worship and on the streets. They do it so that people will praise them. I assure you, they have already been paid in full. But when you help a needy person, do it in such a way that even your closest friend will not know about it. Then it will be a private matter. And your father, who sees what you do in private, will reward you.” *Matthew 6:2-4*

#### The Widow’s Offering (Luke 21:1-4)

Watch a video such [as this one](#) on YouTube or explore the RE Quest versions.

What is the message of this story? What might this story encourage Christians to do? What questions does this raise?

#### The Sheep and the Goats (Matthew 25: 31-46)

Look at the text of the story.

Discuss: Who are the sheep? Who are the goats? What is the message?

Consider where Christians are involved in the kinds of things that are mentioned in these passages. Plan to research a charity that does at least one of the things – clothing or feeding people, visiting them in prison or offering hospitality to strangers.

#### How did the early church put this teaching into practice?

Look at Acts 2: 42-47 and see what the early church was doing. What does this say about the beliefs of the new believers? Look also at Acts 6:1-7 and discuss what the church was setting as priorities.

It is worth discussing whether giving money (a lot of the book of Acts and Paul’s letters talk of taking up collections for the poor) is enough, or whether people should act.

Explore some of the activities carried out by monasteries or abbeys during the medieval period. This may link back to history lessons on the period if it has been covered.

**Lesson 3/4:** Research a range of different Christian charities (local or national)

Create a range of questions that will need to be found out about the charity, before the research starts. Ensure that pupils make specific links between the work of the charity researched and the Christian teaching encountered so far.

Here are some possible charities:

Christian Aid

CAFOD

A Rocha

NCH Action for Children

World Vision

Consider whether one group might research a non-Christian charity for comparison.

**Lesson 4/5:** Should Christians look after the Environment?

During Biblical times there was no concern expressed for the environment. Should the Church and Christians care for the environment? Look at Genesis 1:28 – 31. What does this suggest about human/earth relationships? How well do you think people have done what God asked?

Show images of environmental issues such as deforestation, pollution, or endangered species. What do you know? Why is it important?

- o Introduce the concept of environmental stewardship within Christianity.
- o Explain key terms such as ‘stewardship (the responsibility to look after something) and ‘creation care’.
- o Present examples of environmental initiatives taken by Christian individuals or organisations.

Continue with research into Christian charities, looking for links between helping people and caring for environment. Is one more important than the other? Should Christians put people or the environment first?

Depending on time available, consider entering the NATRE Spirited Art Competition (or school run equivalent) – God’s Good Earth.

<https://www.natre.org.uk/about-natre/projects/spirited-arts/> Ensure that you add an explanation to the picture showing how it expresses Christian beliefs about the world .

**Reflect and communicate: 1 Lesson (approx)**

**Lesson 5/6:** Present the results of research to inform others.

Is it only Christians who help the world? Does it matter if a charity is Christian or not? Discuss and evaluate which of the charities researched seems to come closest to what the Bible shows. Or hold a debate about what is most important for the church to do to meet the needs of the world.

Assessment opportunities:	Read a passage not previously studied and draw out what that teaches about giving and stewardship. Matching Bible passages to the specific activities of some charities. Pupils create a new charity that aims to fill a gap that they have identified. Discussion, outcomes, reflection
Notes:	What have you learned about how Christian teaching inspires people to help others through the work of Christian charities?