

TOPIC	KEY VOCABULARY	POSSIBLE TRIP/EXPERIENCE
CHRISTIANITY PEOPLE OF GOD HOW DID THE CHURCH BEGIN?	TIER 2 (Academic): Interpret, develop, impact, community, attitudes, actions, worldview, narrative. TIER 3 (Subject specific RE words): Holy Spirit, baptism, Pentecost, diversity, inclusive.	A tour of our Church or Southwark cathedral to look specifically at stained glass windows or artwork depicting symbols of the Holy Spirit (fire, wind, dove). Invite a local Christian community leader (e.g., a vicar or youth pastor) to discuss how their church supports diversity and acts inclusively in the local area.
PRIOR LEARNING	What is a church? Baptism Communion	

	WEEK 1	WEEK 2
ENQUIRY QUESTION	How did the Christian Church begin? What is the story of Pentecost?	Why do Christians think the Holy Spirit is important now? What is the Christian Church like around the world? How has it developed?
LENS	Believing	Thinking & Living
RELIGIOUS CONCEPT	God	God
LEARNING OBJECTIVES	To sequence and understand the events of Pentecost. To identify and interpret the symbols associated with the Holy Spirit.	To evaluate why Christians view the Holy Spirit as a 'battery'. To explore the story of Paul and the global diversity of the modern Christian Church.
ACTIVITY	Read key texts (Acts 2:1-4 and Acts 1:1-14). Introduce the narrative of Pentecost as the birth of the early church. Children examine various classical and modern paintings of Pentecost, focusing on the interpretation of fire and wind. Children create their own symbolic artwork representing the Holy Spirit, accompanied by a short reflection on how the disciples' emotions shifted from fear to courage.	Discuss the unit's key metaphor: "the Spirit of God is like a battery." Read the story of Paul (Acts 3:1-10) and trace how the message spread. Children explore videos/images of diverse Christian worship globally. In groups, children map out what makes a church "inclusive" today, creating a modern 'manifesto' for an inclusive community based on Jesus' message.
ASSESSMENT	Observation of children's ability to articulate the narrative of Pentecost and correctly identify the symbolic meaning of fire/wind in their artwork and discussions.	Review children's written and verbal explanations connecting the early church (Paul) to modern diverse practices, assessing their ability to link historical texts to modern community impact.
EXPECTED OUTCOME	- Suggest some ways in which different people might interpret texts and painting of the Holy Spirit - Describe the impact of beliefs and practices for different people in different times - Explain the impact of diversity in their own community and how this has changed over the years	

	- Suggest what might happen as a result of their own and others' thinking, attitudes or actions, drawing on examples from their learning and from their own communities - Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview	
HIGHER ORDER QUESTIONS	Why do you think the writers of Acts chose symbols like 'wind' and 'fire' to describe the Holy Spirit? How might a modern artist depict the Holy Spirit differently than a classical one?	How does diversity strengthen a community rather than divide it? In what ways does your own worldview align or differ with the idea of needing a spiritual 'battery'?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	If the Holy Spirit is a "battery", what is it powering in the world today? How does understanding our beginnings change how we treat others? What does a truly inclusive community look like?	
INCLUSION & ADAPTATION	Provide a visual storyboard of the Pentecost narrative for sequencing. Use sensory props (e.g., a hand fan for wind, red/orange tissue paper for fire) to make abstract concepts concrete.	Provide sentence stems for discussing diversity (e.g., "Our community is diverse because..."). Use a large, highly visual world map with pinned pictures to show the global church.
GREATER DEPTH	Compare the differing Gospel accounts (e.g., Matthew 28:16-20 vs. Luke 24:50-53) of Jesus' final instructions. Ask children to evaluate why different authors highlighted different details before Pentecost.	Research a specific global Christian denomination (e.g., in South America or Africa). Write a comparative report on how their worship practices differ from local UK practices while sharing the foundational beliefs of Pentecost.