



Daniel, 11, made his image for peace: "There is so much war which we cannot understand and we cannot stop. I wanted my picture to show how it makes people cry on both sides."

What can we learn from the First World War in RE? Questions about peace and God.

AGE GROUP: 7-11



Jaden, 7, asked: what can make peace? Here picture suggests that only love can heal the world.

RE Planning: Investigations

Non-statutory exemplification of good RE from the Diocese of West Yorkshire and the Dales



The Diocese of West Yorkshire & the Dales

What can we learn from the Great War in RE?

AGE GROUP: 7-11s

About this unit:

This special planned unit of RE gives teachers lots of learning ideas, ready to use, to enable pupils to explore RE questions in relation to the Great War / First World War. It provides challenging resources, stories and particularly activities which raise questions about conflict war and peace for pupils to think about for themselves. Linking history and spiritual reflection, the plan uses ideas from the Bible to prompt reflective thinking on the themes of conflict and peace. Pupils will be encouraged to question and respond to the questions, issues and texts they study in both reasoned thinking and creative imagination. The RE work is closely linked to work in History, English and the arts. There is a focus on learners' own ideas about peace and conflict, and on the practice of peace making. Most of the work relates to the Christian religion, but there are some examples from other faiths too.

RE Aims

- To know about some stories of the First World War and understand more about the causes of conflict and the damage war does, making connections to ideas from different scriptures about peace;
- To express ideas and insights into questions such as: Why are there wars? How did people respond to the conflict and horror of the First World War? Why is it important to remember those who died 100 years later?
- To gain and deploy skills: giving reasons for opinions, making sense of ideas from religious sources, raising questions and pursuing answers, engaging imaginatively with stories.

Where this unit fits in:

We hope these units will be used annually from 2014-2018. Church schools in the Diocese of West Yorkshire and the Dales are the first users, and this explains the concentration on Christian scripture, but any school is welcome to use this work.

This unit will help teachers to build high quality RE by providing them with well worked examples of RE learning from the First World War. Pupils will be enabled to explore examples of Christian and other responses to the war, and learn from stories, poetry and song about heroism, self sacrifice, theological questions (Where was God in the trenches?) and spiritual reflection. They will be encouraged to explore and develop their own attitudes towards peace and conflict.

Estimated teaching time for this unit: 8 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than rushing to cover everything.

Developing attitudes in RE. Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of what we owe to those who are willing to sacrifice themselves for others in different ways;
- **Respect for all** by developing a willingness to learn from different sources about key questions raised by the First World War;
- **Open mindedness** by engaging in positive discussion and debate about issues of peace and conflict
- **Appreciation and wonder** by developing their capacity to respond to imaginatively and deeply to moving stories from the First World War and to think about connections between scripture and history.

Vocabulary + concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p> Heroism Conflict Peace Pacifism Bible Spirituality Courage Bravery Valour Conscience Peace making </p>	<p>Web: Resources include:</p> <p>HOPE resources </p> <p>free 16-page guide for local churches commemorating the centenary replica of a 1914 John's Gospel to give away from SGM Lifewords Greater Love DVD pack from CVM to use at commemorative events timeline and teaching resources to use in schools from YFC Hear My Cry - an illustrated collection of Psalms, poetry, prayers and hymns for individual and community reflection from Bible Society For Christmas 2014, HOPE is preparing Silent Night carol service resources with a specially-written version of Silent Night.</p> <p>Church of England in World War One </p> <p>Remembering World War 1 is a personal paper from Jim Currin at Churches Together in England written to aid discussion, prayer and planning for local groups of churches</p> <p>CTE Remembering World War 1 </p> <p>The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion The best gateway for RE sites is: www.reonline.org.uk/ks1 You can find and use searchable sacred texts from many religions at: www.ishwar.com Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ There is some more TV material at: www.channel4.com/learning The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.uk The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk/spiritedarts The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. Online searchable sacred texts from different religions at: www.ishwar.com Try www.reonline.org.uk for a good general gateway to RE materials.</p> <p>The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. Online searchable sacred texts from different religions at: www.ishwar.com Try www.reonline.org.uk for a good general gateway to RE materials.</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> ▪ Opportunities for spiritual development come from thinking about ideas such as self sacrifice, duty, love and honour, and from considering the words of some holy scriptures. ▪ Opportunities for moral development come from considering the values and virtues shown in heroic stories from the Great War, and in considering examples of the evils of war and the power of peace. ▪ Opportunities for social development come from working in teams, thinking about social issues in relation to war and peace ▪ Opportunities for cultural development come from thinking through issues about what it means to belong to a nation and to belong to one world, and from looking at examples from around the world. 	

Standards: At the end of this unit~			
<p>Many pupils working at level 2 will be able to: Retell some stories of the Great War (AT1) Identify the values which are seen at work in these stories (AT2) <i>Respond sensitively to learning about the Great war and to relevant examples of scriptural texts (AT2)</i></p>	<p>Most pupils working at level 3 will be able to: Describe examples of heroic action and examples of the evil effects of war (AT1) Describe examples of the teaching of the bible in relation to issues of war and peace (AT1). Use religious or spiritual vocabulary such as 'peacemaker' 'sacrifice' and 'commitment' to explore the stories they study (AT1). <i>Make links between their own ideas and ideas about conflict, war and peace in the examples they study (AT2).</i></p>	<p>Some pupils working at level 4 will be able to Use a widening religious vocabulary to show that they understand the complexity of moral questions in relation to the Great War (AT1). Using the vocabulary learned in RE, to show their understanding of concepts like Pacifist, self-sacrifice, devotion and conviction (AT1). <i>Apply ideas from their learning to express ideas of their own about the issues raised, discussing and considering different views (AT2).</i></p>	<p>High achieving pupils working at level 5 will be able to: Explain the impact of some thinking about God to the Great War (AT1) Explain some similarities and differences between ways in which Christians responded to the Great War (AT1) <i>Explain some ways in which scripture influenced people in the Great war (AT2)</i> <i>Express reasoned, thoughtful views about conflict, war and peace (AT2)</i> <i>Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about conflict, war and peace (AT2)</i></p>
<p>Assessment suggestion: 16 lessons to learn from the Great War</p> <p>Assessment for learning is most important in RE. While a formal assessment of each pupils' level is neither required nor desirable for every RE unit, teachers can assess this work by setting a learning task towards the end of the unit. The task on the last page, the final lesson, aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p> <p>The activity, described in detail on the last page of the unit, uses 16 suggested 'lessons of the Great War' for an argument / discussion. Put the 16 sentences onto A4 sheets, and tell pupils about the activity: it is like a football knockout. Each sentence is drawn against one other, and the class (or a small group or pair) discuss which of the two is the best lesson to learn from the war. That gets the field down to eight: repeat the process three times until agreement is reached on one 'best lesson to learn'. You can do this in pairs or fours, and 'snowball' the groups, or tackle the 16 as a whole class.</p> <p>After doing this activity, set this task: Choose the four 'lessons of the Great War' that you think are most significant and give your reasons for choosing each one. This can be a writing task, but some pupils will show higher achievement by doing it as a talking task with a TA to record their learning.</p> <p>G&T: To extend this work, ask your higher achieving pupils to tackle some of the tasks in the KS 3 Unit of work on World War One in RE - some of these tasks use the same materials as this unit at higher levels.</p>			

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
<i>What do we know about the Great War, 1914-1918?</i>			
<p>Pupils will: Identify their prior learning about the Great War.</p> <p>Raise and consider some RE questions raised by the Great War.</p>	<p>What do we know already? What do we want to ask? This is a three stage approach to gathering information from pupils. As the Great War features quite prominently in the media during the period of 2014-2018, you can expect some pupils in a KS2 class to have picked up ideas and information. Take 6 large pieces of paper, and write in a cloud in the centre of each one these questions:</p> <ul style="list-style-type: none"> ▪ What happened in the Great War from 1914-1918, 100 years ago? ▪ Lines of soldiers from different countries fought each other from trenches, sometimes only a short distance apart. What was it like in the trenches? ▪ Why do wars happen? ▪ If God was watching the First World War, what might God think of it all? ▪ What would you like to know about the First World War? ▪ What would you like to ask God about war and peace? <p>Comment, circle, star</p> <ul style="list-style-type: none"> ▪ Place these pieces of paper on tables around the class, and ask pupils to spend a couple of minutes at each table thinking of questions or comments to write. ▪ Every couple of minutes ask them to choose to stay and write more where they are, or to go on to another sheet and another question. ▪ After three or four moves, tell them that if they want to comment on what someone else has said - e.g. to raise another question, answer a question or make a comment - then they can circle the comment, and draw a line to their own comment from it. ▪ The third stage asks pupils to draw stars next to the best contributions other children have made - ask them to do 7 stars for the 'star comments' or 'star questions'. It makes them read and evaluate the comments of others. ▪ The sheets are to be saved for later reference, but when all pupils have had a chance to record their ideas and questions, review them round the class. Taking pictures for the whiteboard may be a good way to see them. Ask pupils what comments and questions they thought were really good. Pick out those which connect with the themes and learning coming up in this unit of work. ▪ Ask pupils if this was an RE lesson or a history lesson. The correct answer is a bit of both! Ask them to notice the RE parts of the lesson in particular: those where we ask big questions to do with God and humanity, and try to understand deep thoughts about war and peace. Which questions are historical and which are spiritual? ▪ Tell pupils they will learn lots more, and think about big questions, during this unit of work. 	<p>Respond thoughtfully to questions about God and the Great War (L2) Describe what they know about the War (L3) Make links between history and ideas about God for themselves (L3) Understand that some questions about the War are historical and others are spiritual or religious (L4) Give reasons for selecting the most important questions, and suggest a range of answers (L5)</p>	<p><i>Teachers are often surprised at the results of this activity: expect some deep questions and some of your pupils to know much more than they have previously shown you.</i></p> <p><i>Decent felt pens used in this activity make answers easier to see and share.</i></p> <p><i>This example of a question raising session led to pupils asking: 'Why are there wars? How are we meant to help people and be good people? Why do we sin? Is my great granddad in heaven?'</i></p>
			

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
Who is a hero? What can we learn from the story of Dr Noel?			
<p>Pupils will: Explore the story of Dr Noel, who worked on the frontline as a doctor for three years in the Great War</p> <p>Make connections between Dr Noel's Christian faith and his actions as a soldier-doctor</p> <p>Develop an understanding of how Christian scripture can be a guide for life.</p>	<p>Dr Noel: A true hero?</p> <ul style="list-style-type: none"> ▪ Sequence a story: Cut up the page that tells Dr Noel's story into 8 and give each group of three pupils the eight pieces of the story. Task one is to put them in the right order. Read the story aloud with the pupils. It doesn't matter if they put the Bible quotation at the start or the end of the sequence. Ask for any questions about the story. ▪ What is the VC? Ask pupils (this could be homework) to find out about the VC. What is it like? How many have been given? Why does it say 'For Valour' on the medal? Who deserves one of these medals? It is given to heroes. What makes a hero? Can the class list some criteria? ▪ Apply the Bible. Read the 14 pieces of Christian advice from Saint Paul with the class, and ask them in their threes to connect up as many of these as they can to something Dr Noel did. A good way to present this is to give them the 14 ideas on separate strips of paper, and ask them to stick them onto their story cards, and write the reason for the connection alongside them. ▪ Was he like Jesus? Can pupils make a list of 7 ways Dr Noel was like Jesus? A good Christian tries to follow Jesus by being like him - did Dr Noel do this? How? ▪ Design a memorial. Imagine the Liverpool Church Dr Noel came from wanted, in the centenary of the Great War, to make a memorial for the life and sacrifice of Dr Noel. Ask your teams of three to submit designs. What would they suggest? A stained glass window? A statue? A sculpture? Ask them: Would your design include symbols for the Olympics, medical work, carrying stretchers in No Man's Land? How will you use the Bible quotes? How will you show his heroism? ▪ Give time and artistic resources for them to develop and clarify their best ideas, then get each group to present their idea to the rest of the class in 90 seconds. Pictures for the whiteboard will help a lot. Which ones do the class think have great ideas in them? 	<p>Respond thoughtfully to Dr Noel's story (L2) Describe 4 ways in which Dr Noel lived out his Christian faith as a soldier doctor (L3) Make links between Bible verses and Dr Noel's life (L3) Apply ideas like self sacrifice, love, compassion, solidarity for themselves to the story (L4) Give reasons why Dr Noel is seen as an exceptional hero, and was awarded the VC and Bar (L5) Express ideas about an excellent memorial for Dr Noel showing deep engagement with his heroic life (L5).</p>	<p><i>This lesson will use the resource page on Dr Noel's Story. He is one of only three people ever to receive the Victoria Cross twice.</i></p>
			<p><i>This statue of Noel can be seen in Liverpool</i></p>

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
What happened to bring German and British soldiers together at Christmas 1914? What can we learn from a folk song?			
<p>Pupils will: Learn about the 1914 'Christmas Truce' from a folk song, and think about whether this temporary peace means anything.</p> <p>Consider some Christian teaching about the meaning of Christmas, including the New Testament teaching: "As far as it is possible for you, live at peace with all people."</p> <p>Think about their own ideas on the question: how can we make peace?</p>	<p>What happened to stop the fighting in the Great War at Christmas 1914? Why did the fighting start again?</p> <ul style="list-style-type: none"> ▪ Do pupils think it is true that the soldiers on both sides in the war were similar? Can they make a list of similarities? Note that they were nearly all Christians! ▪ One viewpoint on the war is that the national rulers made the war, but the ordinary people - who would have been bus drivers, teachers, farmers, factory workers - were the ones to fight and to die, even though Germans and English workers were similar. What do the class have to say about this? ▪ Tell pupils that at Christmas in 1914 the German and English soldiers stopped fighting for several days, and Mike Harding wrote a song about it. The lyrics are on the next page. Watch a YouTube version of the song together, with the lyric sheets. Ask pupils to complete the lyric sheet with thoughts and ideas of their own. Why did the soldiers refuse to fight at Christmas? It's not what happens at the end of the song, the Bible teaches: "As far as it is possible for you, live at peace with all people." ▪ Tell pupils that we have some quotations from soldiers who were there, which Mike Harding used for his song. Share these on the whiteboard. A letter home from a German soldier: "the night was cold. We sang, they applauded. Our lines were only two hundred feet apart. We played the mouth organ, they sang, then we applauded. They produced a set of bagpipes and played their poetic tunes. Men were waving torches and cheering. We had prepared grog and drank a toast." Diary of a British Captain. "From both sides men came running, and soon were fraternizing "in the most genuine possible manner. Every sort of souvenir was exchanged, addresses given and received." A German N.C.O. with an Iron Cross, gained "for conspicuous skill in sniping, started his fellows off on some marching tune. I set the note for the Bonnie Boys of Scotland, and so we went on and ended up with Auld Lang Syne which we all - English, Scots, Irish, Prussians and Germans joined in." Danny Doyle '20 Years A-Growing' "From some old rags and cord a makeshift football was made, and by the light of flares the two sides played a game of soccer, their previous deadly activities forgotten." <ul style="list-style-type: none"> ▪ Ask pupils: what did Mike Harding get from the quotes? What did he add to the quotes? ▪ What did the Christmas Truce mean? Ask pupils to come up with several possible answers each and then choose the best answers the class have thought of. 	<p>Respond thoughtfully to the song about the Christmas Truce (L2) Describe events of Christmas 1914, deducing them from the song (L3) Make links between the song and the idea that Christmas is a time of peace and goodwill (L3) Understand why the generals ordered new troops to start fighting again (L4) Give reasons for their own reactions to this part of the story of the Great War (L5)</p>	<p><i>It would be good to link this activity to the music curriculum: can pupils learn and perform the song for Remembrance Day, or in another setting?</i></p> <p><i>The lesson has good connections to History curriculum as well, as does this whole unit.</i></p> <p>Make sure you include the Biblical quote: it is at the heart of the learning here.</p>
			<p>England v Germany: Football in No Man's and</p>

CHRISTMAS 1914: A folk song by Mike Harding

<p>While you listen to the song, write down here any emotions, feelings words, which come to mind:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	<p style="text-align: center;">Christmas Eve 1914, stars were burning, burning bright And all along the Western front guns were lying still and quiet Men lay dozing in the trenches, in the cold and in the dark And far away, behind the lines, the village dog began to bark</p> <p>Some lay thinking of their families, some sang songs while others were quiet Rolling fags and playing brag to pass away that Christmas night As they watched the German trenches, something moved in No Man's Land Through the dark there came a soldier carrying a white flag in his hand</p>	<p>What is 'the will to fight'? Why had the men lost it?</p>
<p>What was 'No Man's Land'?</p> <p>Why is this stretch of land important in this song?</p>	<p>Then from both sides men came running, crossing into No Man's Land Through the barbed wire, mud and shell-holes, shyly stood there, shaking hands Fritz brought out cigars and brandy, Tommy brought corned beef and fags Stood there talking, shyly laughing, as the moon shone down on No Man's Land</p> <p>Then Christmas Day we all played football in the mud of No Man's Land Tommy brought some Christmas pudding, Fritz brought out a German band When they beat us at the football we shared out all our grub and drink Then Fritz showed me a faded photo of a brown-haired girl back in Berlin</p> <p>For four days after no one fired, not one shell disturbed the night For old Fritz and Tommy Atkins, they'd both lost their will to fight So they withdrew us from the trenches, sent us far behind the lines Sent fresh lads to take our places and told the guns: Prepare to Fire!</p>	<p>What would you like to know about the Christmas Truce of 1914?</p>
<p>What is the best verse of the song? Why?</p>	<p style="text-align: center;">And next night in 1914, flares were burning, burning bright The orders came, Prepare offensive! Over the top you're going tonight And men stood waiting in the trenches, looked out across our football park All along the Western front the Christmas guns began to bark</p> <p>And men stood waiting in the trenches, looked out across our football park All along the Western front the Christmas guns began to bark</p>	<p>The Bible says: "As far as it is possible for you, live at peace with all people." Do you think peace is possible, or will there always be wars?</p>

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
What is a pacifist? How did some Christians contribute to the war without using guns?			
<p>Pupils will:</p> <p>Find out about the people in the Great War who refused to fight or carry weapons.</p> <p>Learn that some people become pacifists because of their conscience.</p> <p>Think about their own ideas about whether it is right to fight and kill in a war</p>	<p>What can we learn from the story of Owen Thomas?</p> <ul style="list-style-type: none"> ▪ To fight or not to fight? Read the story of Owen Thomas with the class. There are several points where a question in the text can lead to a discussion. At the end ask the pupils to discuss the choices he made: to be a follower of Jesus, not to volunteer to join the army, to join the NCC rather than go to prison. What do they agree with about his choices and why? What do they disagree with and why? ▪ Bible and War: Remind the class that Owen wanted to follow Jesus' teaching 'Love your enemies and do good to those who hate you.' One of the Ten Commandments says 'You shall not kill.' But there are also lots of stories in the Bible where people do fight and kill, and God is not said to be against them. Was Owen a good follower of the teaching of the Bible? What difference did his religion make to his life? ▪ Cowards? Why is it wrong to say that the men in NCC were cowards? Can you find four pieces of evidence against this in the story? ▪ Preacher man: Owen became a preacher when he survived the war and came home. Imagine him preaching at his church one day when the Bible reading comes from 2 Corinthians 13: 11, where Saint Paul teaches Christian people: "Try to be perfect. Listen to my advice. Agree with one another. Live in peace, and the God of love and peace will be with you." ▪ Fill in the bubble. Use the framework on the next page to write what you think Owen might say in his sermon. Try to refer to both the Bible and his story in the words you make up. Sentence starts could include: <ul style="list-style-type: none"> ▪ What I believe God wants us to do... ▪ I think this Bible verse means... ▪ One question to think about is... ▪ Making peace is not easy... ▪ Following Jesus means trying to be peaceful so... ▪ I think it is wrong for Christians to carry guns because... 	<p>Respond thoughtfully to the story of a member of the Non Combatant Corps (L2)</p> <p>Describe why being in the NCC might be dangerous, and might be a choice some Christians made despite the danger (L3)</p> <p>Apply ideas from the Bible to the dilemmas Owen Thomas faced (L4)</p> <p>Give reasons for their own ideas about pacifism and fighting: would they have made the same or different choices to Owen and why? (L5)</p>	<p><i>This is a true story. The NCC was not large, with 1916 being the largest recruitment of the war, but the story is worth telling alongside the life of Dr Noel above.</i></p>
		<p><i>This picture of Owen Thomas as a teenager is over 100 years old.</i></p>	



Today in my sermon I want to tell you what Saint Paul meant when he wrote these words in the Bible: **“Try to be perfect. Listen to my advice. Agree with one another. Live in peace, and the God of love and peace will be with you.”**

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
What was the war like for soldiers who were Sikhs?			
<p>Pupils will: Learn about a Sikh soldier in the British army during the Great War</p> <p>Consider how people from different religions use their scriptures</p> <p>Hear and reflect on the story of Bhai Ghanaya, who served the wounded from both sides in a war over 300 years ago (next lesson)</p>	<p>Begin by showing the pupils the image on the next page, and asking them to raise some questions about it. It shows the Chattri, the Indian War Memorial on the south downs above Brighton. Can they work out what they are looking at? Can they ask good questions? Next give pupils this story- or tell it yourself: The British ruled over India at the time of the Great War. Some soldiers from other lands in the British Empire fought in the British army. Here is the story of one of them. Manta Singh was born in the Punjab, northern India. In 1907, as soon as he left the village school, he joined the 2nd Sikh Royal Infantry. By August 1914, when the German army invaded Belgium and France and the Great war began, Manta had been promoted to be an officer. His regiment was part of the Indian Expeditionary Force sent to France. In March 1915 at the battle of Neuve-Chapelle they first broke through the German front line and British and Indian troops captured the town. Then the Germans counter-attacked with 16,000 reinforcements. In three days' fighting, the British and Indian troops suffered 13,000 casualties. Their ammunition ran out, and the troops had to retreat. 5,021 Indian soldiers - about 20 per cent of the Indian contingent - were killed in heavy fighting, and Manta Singh was injured in action after helping to save the life of an injured officer, Captain Henderson. In the Second World War, the sons of both of these men served side by side and became lifelong friends. Manta Singh was sent back to England, to a hospital in Brighton. The doctors told him that he would have to lose both his legs, as they had become infected with gangrene. Manta refused to think about going back to India with no legs - what use would he be to his family? Unfortunately, he died from blood poisoning a few weeks later. He was cremated in a ghat, according to Sikh beliefs. In 1993 Manta Singh's son, Lt Col Assa Singh Johal, was part of a delegation of the Undivided Indian Ex-Servicemen's Association that visited the Indian War Memorial. Assa Singh said, "It was a moving visit of great sentimental value to us. We were able to remember and pay homage to the fallen in foreign lands." Ask pupils to add information and ideas to their picture sheets. In Brighton, the Chattri is a War Memorial especially for the Sikh soldiers (and other Indians) who fought in the British Army. The next lesson gives a story from Sikhism about another kind of hero. It can be taught in the same lesson.</p>	<p>Respond thoughtfully to the stories of Manta Singh and Bhai Ghanaya (L2) Make links between the two Sikh stories (L3) Understand that Sikhs might fight in war in a good cause which they believed in, but still care for their wounded enemies (L4) Apply ideas (L4) Explain their ideas about whether we have a duty of care to all humanity, including those called enemies (L5)</p>	<p><i>One approach to this lesson is to explore the saying 'There will always be wars, What matters is not whether you are in a war, but how you behave in a war.' Test whether pupils agree with the idea.</i></p>
			<p>Manta Singh: fighting for the British empire as a Sikh.</p>

Guesswork first:
What?

Where?

When?

Why?

Who for?

The Meaning Is....



Now read the story of Manta Singh. Can you now answer some of the questions you asked in column 1?

Now look at the website:
[http://en.wikipedia.org/wiki/Chattri_\(Brighton\)](http://en.wikipedia.org/wiki/Chattri_(Brighton))
Can you add more information?

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	<i>Points to note</i>
Who should you care for? Learning from a Sikh story			
<p>Pupils learn from thinking about this Sikh story that even if others say we should leave someone out, or not care for them, we might choose to care anyway.</p> <p>Pupils get a chance to think carefully about the causes of care and of conflict in their own lives: who cares for me? Who do I care for? Who makes peace? Am I a peace maker? Could I be more of a peace maker?</p>	<p>Why did Bhai Ghanaiya care for his enemies?</p> <ul style="list-style-type: none"> • Tell pupils this story: During a battle over 300 years ago some Sikhs came to Guru Gobind Singh, their leader, with a complaint. “A water-carrier named Ghanaya is giving water to the enemy soldiers. He’s helping them, and he should just help us!” Guru Gobind Singh called Ghanaya to appear before him and asked him if that was true. Ghanaya replied: “No, it’s not true. I have been going round the battlefield giving water to every person who looks like you, guru, and to me, everyone looks like you. I see the guru in every person.” Guru Gobind Singh realised that when Ghanaya saw injured soldiers on the field, he did not see Sikhs or non-Sikhs; he saw the Guru in every man. The Guru gave Ghanaya medicine and bandages and sent him back out to give the injured aid in addition to water. Guru Gobind Singh also said that from then on Ghanaya would have the title “Bhai”, so that everyone would know he was doing a noble thing, not a bad thing. • Explore together the specific examples of caring shown in the story and what the story teaches Sikh people. Why did Ghanaya care? Does it have a lesson for us as well? • Pupils could re-enact the story, hot seat the lead character, draw pictures of the scenes or create a cartoon to show the main point of the story in a different way. • Can pupils think why this religious story is told to the followers of Sikh religion? • Use the song ‘When I needed a neighbour’ (or a similar song) to think about ways to help people. Should this help be for any human, or just people from my own army, nation or tribe? The Sikh story of Bhai Ghanaya illustrates this point: humans have a duty to all other humans, even those we call enemies. <p>Questions of wonder:</p> <ul style="list-style-type: none"> • You might put some ‘big questions’ from the story on large sheets of paper. Ask pupils to spend a minute in silence, thinking about these questions, then pair and share their thoughts as a prelude to some circle time discussion. • Why do people have enemies and fight? What stops a fight? What could turn an enemy into a friend? Is the story of Bhai Ghanaiya like any other stories I know? Which ones and why? 	<p>Retell a Sikh story (L2)</p> <p>Respond sensitively to the ideas in Sikh stories with their own thoughts (L2)</p> <p>Make connections between the story and their own ideas, considering questions about who we ought to help and why (L3)</p>	<p><i>Using narrative approaches to stories like this drawn from the literacy strategy can help both of these curriculum areas, but don’t let the RE learning slip away and be replaced by phonemes!</i></p>

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
Making sense of two stories of Christians from the Great War: four prayers			
<p>Pupils will: Think about the stories of Florence and Albert Penn and of George Vinell, whose experiences of Christian faith in the war raise interesting questions.</p> <p>Express some of their own ideas by writing prayers or reflections about the stories</p> <p>Raise and consider questions about the place of faith in the lives of soldiers and their families.</p>	<p>Florence and Albert Penn and George Vinell: learning from their stories</p> <ul style="list-style-type: none"> ▪ Give each pupil a piece of plain paper in 6 sections and ask them to make 6 fast sketches of the main parts of the story, while you (or an able reader) reads each of the two stories. Emphasise speed and wit rather than fine art! Hurry the activity along, and get them to compare pictures. ▪ Ask pupils in groups of four to think about the stories using these discussion questions: <ul style="list-style-type: none"> ▪ What is the saddest thing in the stories? The most amazing? ▪ What difference did the Bible make to Florence, Albert and George? ▪ Is it surprising that Florence and Albert’s grand daughter became a minister too? ▪ Do you believe in miracles? Was it a miracle that saved George? Why don’t miracles happen more often? ▪ The Bible teaches: “Never let go of loyalty and faithfulness. Tie them round your neck! Write them on your heart! If you do this, then both God and other people will be pleased with you. Trust in the Lord with all your heart. Never rely on what you think you know. Remember the Lord in everything you do and he will show you the right way.” (Proverbs 3: 3-6). Did these ideas come true in the lives of Albert, Florence and George? In what ways? <p>Writing prayers. Imagine what Florence, Albert and George would have prayed. In your group, each person can write two prayers. If you are not comfortable writing a prayer, then write a meditation or reflection instead. Here are some moments when the prayers might fit in, but select other moments if you prefer.</p> <ul style="list-style-type: none"> ▪ Florence’s prayer the day she and Albert got married. ▪ Albert’s prayer before he went to the recruiting office for the first time. ▪ Florence’s prayer when Baby Mary Estelle was born. ▪ Albert’s prayer for the young men who he sang with at Passchendale ▪ Florence’s prayer when she heard that Albert had been killed. ▪ George’s prayer on the morning of his great escape. ▪ George’s prayer when he saw where the shrapnel had stopped: ‘I will preserve you.’ ▪ George’s prayer at the end of the war. <p>Compare the results of this activity round the class - draft and redraft the results and read out the best ones, with the stories, in a special Remembrance assembly.</p> <p>Big question: Did God protect George? If so, then why did he not protect Albert?</p>	<p>Respond thoughtfully to the two stories (L2) Make links between the Bible teaching and the stories (L3) Understand how the Bible made a difference to these people’s lives (L4) Express creatively, in prayers or meditations, their own ideas about the spirituality of the stories (L5)</p>	<p><i>For this lesson you will need ‘Two stories of Christians from the Great War’ Print enough copies for one between two.</i></p>
			<p>George Vinell: “the Bible saved me - by taking my bullets!” Was God preserving him, or was he just lucky?</p>

Look carefully at the picture of this little family. What do you notice?

Can you guess their story? Probably not, but have a go anyway.

Read your information sheet: what did you learn?



Bible Class leaders Florence and Albert Penn in 1916, with their baby Mary Estelle.

What prayer do you think Albert and Florence might have prayed on the day this picture was taken? Write it here:

The Bible says ‘Greater love has no one than this, that they lay down their life for their friends.’ How does this teaching connect with Albert’s story?

Learning Objectives	Teaching and learning: practical activities	Learning outcomes	Points to note
What have we learned? The 16 Sentence Knockout: What are the lessons of the First World War?			
<p>Pupils will: Use a thinking skills discussion strategy, ‘16 Sentence Knockout’ to consider simply the ‘lessons’ which people draw from the Great War.</p> <p>They will develop their reasoning and thinking skills in response to key issues and the materials studied.</p> <p>They will apply ideas from the teaching of Jesus to questions about peace and conflict for themselves.</p>	<p>Sixteen sentence knockout: introduce this question to your class, reminding them of all our RE lessons on the theme: What can we learn from the first world war in RE?</p> <ol style="list-style-type: none"> 1. Peace is valuable and very easily broken 2. Germany and England are enemies 3. Following your national rulers is a good thing to do: everyone should be willing to fight for their country 4. Kings and governments make war, but ordinary people face the danger 5. It’s a good question to ask ‘Why didn’t God stop the war?’ 6. God might have been sad and suffering with the human race because of the war. 7. Foot soldiers died, but generals drank nice wine. This was wrong. 8. It is a noble thing to fight for your country 9. World War 1 was a disaster 10. World War 1 changed the world forever 11. People who died in WW1 should never be forgotten 12. It’s important not to carry a gun or try to kill others. 13. Sometimes, a war is the right thing to do 14. The Great War was a terrible waste of young people’s lives 15. Everyone should wear a poppy on Remembrance Day each year. 16. Prayer helped a lot of people in the Great War, when they faced suffering. <p>The activity uses these suggested ‘lessons of the Great War’ for an argument / discussion. Put the 16 sentences onto A4 sheets, and tell pupils about the activity: it is like a football knockout. Each sentence is drawn against one other, and the class (or a small group or pair) discuss which of the two is the best lesson to learn from the war. That gets the field down to eight: repeat the process three times until agreement is reached on one ‘best lesson to learn’. You can do this in pairs or fours, and ‘snowball’ the groups, or tackle the 16 as a whole class.</p> <p>Next give pupils these examples of Jesus’ sayings:</p> <p>Jesus said: ‘Blessed are the peacemakers, for they will be called the Children of God. Love your enemies and do good to those who hate you. Bless those who curse you. Don’t just forgive the person who wrongs you seven times: forgive them seventy times seven times!’</p> <p>For the final activity, get them to do the 16 sentence knockout again, but this time think about how Jesus would decide between each pair of sentences.</p>	<p>Make links between the idea of a ‘lesson from history’ and the 16 examples given (L3) Understand reasons why people learn various different lessons from the Great War (L4) Apply ideas for themselves(L4) Explain different reasons why they choose particular lessons to be learned for themselves(L5) Give reasons for the different lessons they think we should learn from the war (L5)</p>	<p><i>It is probably worth an extensive recap over the preceding lessons to make sure the work is clearly remembered.</i></p>
<p><i>Gemma, 11, made this interesting collage to show how she believes “Christ’s love can make peace even after war. The four bottom left triangles are for war, but the cross creates new life in the 4 top right triangles.”</i></p>			