



TEACHERS' MATERIAL

TO ACCOMPANY CLASS PACKS

TERMS OF USE: It is our wish that the information contained in this booklet and in the associated student packs is widely disseminated. Therefore the material in this booklet and in the associated student packs is made freely available for educational use. Any of the material may be freely copied for further use and most of the material is also available on the Right to Life Charitable Trust website at www.righttolifetrust.org.uk/educational-work for free download.

THIS PAMPHLET CONTAINS:

A table linking class pack material to the National Curriculum and a leading RE syllabus.

A short reference list including websites for additional study materials and educational activity.

Material and ideas for assemblies and other collective acts of worship.

RELEVANT CURRICULUM LINKS

The primary school national curriculum is currently under review. Nevertheless similar learning objectives are likely to be retained. A general teaching requirement of the National Curriculum and a focus of OFSTED inspections is the promotion of the spiritual, moral, social and cultural development of pupils. All the Right to Life material is developed to help schools in that regard.

Subject/Age	Programme of study in Curriculum or Here I Am	Appropriate item in students packs
Science Key Stage 1 Statutory	Statutory content 2 Life Processes and Living things – Animals including humans move, feed, grow, use senses and reproduce	<div style="background-color: #008000; color: white; padding: 5px;">How we began worksheet Human life cycle sticker sheet</div> <p>– pupils should place the stickers to show the progression of life from before birth to old age on the accompanying “question mark” answer sheet. The stickers are easy peel to allow pupils to change their minds. The blank sticker allows them to draw a picture of themselves and locate it in age order on the answer sheet.</p> <p>Ideas for further work: Ask pupils to bring in photographs of themselves as a baby, brothers, sister, uncles, aunts, grandparents etc and use these in a class based collage of the journey of life.</p> <p>IT resource: A short clip showing images of plant, animal and human life at different stages of the life cycle http://www.bbc.co.uk/learningzone/clips/an-introduction-to-life-cycles/2250.html</p> <p>For the ambitious: Rather than tadpoles, why not order some fertilised duck eggs and show part of an animal life cycle. The science in school advisory website has advice and guidance http://www.cleapss.org.uk</p>
RE Key Stage 1 Statutory	Statutory Content Learning about religion 1a. explore a range of religious stories and sacred writings and talk about their meanings Learning from religion 2b. ask and respond imaginatively to puzzling questions, communicating their ideas Here I Am Autumn Term Routes Autumn Route A Birthdays – Here I Am Autumn Route B Beginnings – Here I Am Autumn Route C Babies – Here I Am Autumn Route D Homes and Families – The domestic Church	<div style="background-color: #008000; color: white; padding: 5px;">How we began worksheet</div> <p>Ideas for further work: Look at ideas for collective worship later in this booklet</p>

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Science

Key Stage 2

Statutory

Statutory content 2

Life Processes and Living things –

1a. that the life processes common to humans and other animals include nutrition, movement, growth and reproduction

1b. that the life processes common to plants include growth, nutrition and reproduction

Growth and Reproduction

2f. about the main stages of the human life cycle

Human Life –**Growing and Developing leaflet
You'll never grow as fast ruler**

Ideas for further work: The You'll never grow as fast ruler makes the point that human growth and development is never so rapid as in the hidden months in the womb.

Using a computer spreadsheet/graphics programme or by hand with graph paper, plot human growth in centimetres on the y axis against age of person on the x axis. Make sure that the time before birth is included on the graph. Use the data on the ruler for pre-birth growth and the following web link to get the data for growth post-birth until 19 years

<http://www.patient.co.uk/doctor/Centile-Charts-and-Assessing-Growth.htm>

Is the slogan on the ruler correct?

IT resource: A short clip showing how a human baby develops rapidly in the womb

<http://www.bbc.co.uk/learningzone/clips/development-of-a-foetus/861.html>

RE

Key Stage 2

Statutory

Statutory Content

Learning about religion

1 f. describe and begin to understand religious and other responses to ultimate and ethical questions

**The Sanctity of Human Beings –
Young and Old worksheet**

Ideas for further work: The Christian belief that humans are made in the image of God leads to Christianity in action in our world. As a class, study Matthew Chapter 25 v 34-46 and ask pupils to research the work of Christian organisations working to fulfil Jesus' command either globally such as CAFOD or Tearfund; or in this country such as the Street Pastors or Care for the Family. Ask pupils to study the parable of the Good Samaritan. The Samaritan saw through racial and cultural differences to our common humanity. Disabled people are often seen as different. These differences can arise from fears.

IT resource: Liverpool home - A short 4 minute video from L'Arche, a charity where very different people live in community. Through their different likes and dislikes the fundamental humanity of all shines through.

<http://vimeo.com/15886243> and www.larche.org.uk

Here I Am**Summer Term Routes**

Summer Term Route D - Differences

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RE	Statutory Content
Key Stage 2	Breadth of Study – Themes
Statutory	3m. Beliefs in action in the world: how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment

Human Rights worksheet

Ideas for further work: Use the UNICEF needs and wants cards downloaded free from <http://www.tes.co.uk/teaching-resource/Wants-and-Needs-Cards-6041097>

PHSE	Preparing to play an active role as citizens
Citizenship	2d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
Key Stage 2	Developing a healthy safer lifestyle
Non-Statutory	3d. which commonly available substances and drugs are legal and illegal, their effects and risks
	3e. to recognise the different risks in different situations and then decide how to behave responsibly

Human Rights worksheet

Ideas for further work:
Print off and display the Rights and Responsibilities posters
<http://www.tes.co.uk/teaching-resource/Rights-and-Responsibilities-3007804>
Explain to pupils how smoking or excessive alcohol drinking during pregnancy can affect the health of the unborn baby. Ask pupils to extend the rights and responsibilities poster series by designing a poster showing the right of the unborn child to a healthy life and the mother's responsibility not to smoke or drink during pregnancy. Explore the idea of conflicting rights – surely a woman still has the right to smoke even if she is pregnant?

REFERENCES

A quick extension activity in ICT to reinforce the correct order of stages of the human life cycle
www.topicbox.net/redirect.php?item_ID=5917

Oxford University Museum of National History has a fun, interactive resource on what distinguishes living and non-living things
<http://www.oum.ox.ac.uk/thezone/animals/life/index.htm>

The Times Educational Supplement website contains some useful teaching resources including Needs and Wants cards from UNICEF that could supplement the key stage 2 Human Rights worksheet
<http://www.tes.co.uk/teaching-resource/Wants-and-Needs-Cards-6041097>

A range of materials for use in key stage 2 citizenship education including posters which summarise the UN Convention on the Rights of a Child by expressing children's rights and responsibilities
www.tes.co.uk/ks2-citizenship-primary-teaching-resources

From the charity Anti-Slavery-extension work on Rights of Children including the story of a Sudanese child slave, called Mende
http://www.antislavery.org/english/what_we_do/education/resources_for_education/assemblies_ks12.aspx

An organisation dedicated to young wheelchair users, Whizz Kidz, has a range of material helpful in promoting greater awareness of the needs of disabled people, particularly
<http://www.whizz-kidz.org.uk/newsandresources/downloads> and
<http://www.whizz-kidz.org.uk/wp-content/uploads/2010/02/Poems-and-quotes.pdf>

MATERIAL FOR USE IN PRIMARY SCHOOL COLLECTIVE WORSHIP

Notes:

The material that follows has not been divided into separate assemblies for Key Stage 1 and Key Stage 2. Instead, the material is offered for use in whole school assemblies or class-based collective worship to reflect on the beauty and uniqueness of every human life.

1. Creating the atmosphere:

Keeping children's attention by creating a suitable atmosphere is an important starting point. Consider using:

- **candles** – let children light the candle(s) as part of the reflection.
- **statues, pictures, religious icons, crosses and crucifixes** as relevant to your school.
- **flowers** – very fitting for an assembly display – in different cultures – acorns, chrysanthemums, cherry blossoms, and lilies especially symbolise life.
- **objects mentioned in the assembly** – for example if the assembly is focusing on the human need for shelter, then photographs of different types of homes from around the world could be used : e.g. Inuit igloo, African mud hut,

Placing the objects above on a table covered in an attractive cloth to create a prayer or reflection corner can help to maintain children's attention and can also be retained after the reflection to support related curriculum work.

- **music** – played as children assemble and leave and as background music to a reading. Classical music, hymns, carols, chants, Taize music etc. are all suitable.

2. Hymns and other music:

“Lord of the Dance”

“He’s got the whole world in His hands!”

“All things Bright and Beautiful”

“Morning has Broken”

“O Lord My God! When I in awesome wonder”

“What a Wonderful World”

(Louis Armstrong)

3. Scripture Readings:

“It happened, while they were there, that the day had come that she should give birth.”

(Luke Ch 2 v. 6-20)

“I prayed for this child, and the Lord answered my prayer.”

(1 Samuel Chapter 1 – the story of God’s gift of a baby, Samuel to Hannah)

“Before I formed you in the womb, I knew you, And before you were born I consecrated you ...”

(Jeremiah: Ch1. v.5)

“How much more valued than the birds of the air ...”

(Luke Ch 12 v.23-24)

“From my mother’s womb you have been my God ...”

(Psalm 22 v. 10)

“O Lord Our Sovereign, how majestic is your name!

(Psalm 8)

“For it was you who formed me in my inward parts ...”

(Psalm 139)

“When Elizabeth heard Mary’s greeting, the baby leaped in her womb, and Elizabeth was filled with the Holy Spirit.”

(Luke 1 v. 39-45)

“He it is Who shapes you in the wombs as He pleases.”

(Qur’an Chapter 3, Verse 6)

“...He makes you, in the wombs of your mothers, in stages, one after another, in three veils of darkness. such is Allah, your Lord and Cherisher: to Him belongs (all) dominion.”

(Qur’an Chapter 39, Verse 6)

“Who has made the earth a resting place for you, and the sky as a canopy, and sent down water from the sky and brought forth therewith fruits as a provision for you.”

(Qur’an Chapter 2, Verse 22)

“...if anyone saved a life, it would be as if he saved the life of all mankind.”

(Qur’an Chapter 5, Verse 32)

“A nation's greatness is measured by how it treats its weakest members.”

Mahatma Ghandi

4. REFLECTIONS ON “THANK YOU FOR MY LIFE”

a. How Much am I worth?

Did you know that each of us is a collection of chemicals worth about 47 pence? Try asking your parents or even teachers what they think we are worth and you probably won't get a straight answer! But it isn't that hard to work out what they really think! They dedicate their lives to us for all they can give. Love doesn't measure cost. But it does have a value. In God's eyes our worth cannot be calculated. What greater love could He show than to make us in His own image and likeness? But that wasn't the end of it, He responded by sending His son. Jesus died for us on the Cross, and left us His Church as a continuing source of His love, particularly in the sacraments.

b. Stars of Creation!

The gift of life would be meaningless without that other gift: our world and the rest of Creation in which to live it! You don't have to be religious to share a love of everything we call Life. The wonder we feel at it all is a very real prayer in itself! So here's a thought to take away. If God created us in His own image, He obviously thought enough of us to give us the grandest possible environment to enjoy now, and prepare for heaven, His greatest gift. Do you think it possible that he created the whole universe with us in mind; that this unique, wonderful blue planet called Earth was planned right from the beginning of Time for Man, His star-creation? It's not such a crazy idea. That seems to be the way God works. Remember Jesus told us of His special care for us. He said that even sparrows – tiny birds are not forgotten by God and yet every human being is worth more than many sparrows. Why He knows each one of us so well He even knows how many hairs we have on our head!

5. POETRY

*There's magic in a Mother's touch,
and sunshine in her smile.
There's love in everything she does
to make our lives worthwhile.
We can find both hope and courage
Just by looking in her eyes.
Her laughter is a source of joy,
her works are warm and wise.
There is a kindness and compassion
to be found in her embrace,
and we see the light of heaven
shining from a Mother's face.*

Author unknown

*If I knew you and you knew me,
If both of us could clearly see,
And with an inner sight divine,
The meaning of your heart and mine,
I'm sure that we would differ less,
And clasp our hands in friendliness;
Our thoughts would pleasantly agree,
If I knew you and you knew me.*

Nixon Waterman

One Solitary Life

*He was born in an obscure village, a child of a peasant woman.
He worked in a carpenter shop until He was thirty,
Then became an itinerant preacher.
He never wrote a book.
He never held an office.
He never did one thing that usually accompanies greatness.
He had no credentials but Himself.
While still a young man, public opinion turned against Him.
His friends ran away.
One denied Him.
He went through the mockery of a trial.
He was nailed to a cross between two thieves.
His executioners gambled for His only piece of property - His coat.
He was laid in a borrowed grave.
Nineteen wide centuries have come and gone.
Today He is the centrepiece of the human race.
All the armies that ever marched,
All the navies that ever sailed,
All the parliaments that ever sat,
And all the kings that ever reigned put together,
have not affected the life of man upon this earth as powerfully as that
One Solitary Life.*

Author Unknown

6. INTERCESSIONARY PRAYER:

- ❖ Lord, we thank you for new babies everywhere and for the excitement and happiness they bring to their families. We pray that all babies are born into loving, safe, happy homes and families. Father, keep us in your care. Amen.
- ❖ Lord, we thank you for mothers everywhere; for the love and care they have given us since we were small and hidden in the womb. Bless all mothers as they help us to grow and develop into the unique and special people you want us to be. Father, keep us in care. Amen.
- ❖ Father God, we pray for fathers everywhere. St Joseph was a safe and sure protection to the infant Jesus and to Mary. Bless all fathers and help them in their family role. Father, keep us in care. Amen.
- ❖ Lord, we pray for doctors, nurses and all those who help mothers and their babies. May all those who care for us recognise that every human being is made in your image. Father, keep us in care. Amen.
- ❖ Lord, we pray for all those children in our country and across the world whose basic rights are denied – even the right to life. We pray for those children who suffer cruelty, abandonment or violence. We pray for those children who lack the basic needs of life – food, shelter and love. Father, keep them in your care. Amen.



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