

## Come follow Christ in the Footsteps of St Chad

Our diocesan motto calls us to: ***“Come follow Christ in the footsteps of St Chad.”*** Chad was known as a humble man, with a peaceful and servant heart who came to Mercia in order to build bridges of trust, kindness and service across the barriers which divided both his own society and also the wider world.

### Focus from the Bishop of Lichfield

Bishop Michael’s focus is on the life of St Chad encompassed in the dioceses’ motto, ***“Come follow Christ in the footsteps of St Chad.”*** This is then broken down into three core themes:

1. Evangelism
2. Vocation
3. Discipleship

These themes are simply referred to as **DVE**.

### SIAMS (Statutory Inspection of Anglican and Methodist Schools)

The new SIAMS schedule in its grades descriptor for Strand 1 says, ***“A distinctive feature of the school is that it understands itself as a partner with the local church and diocese/Methodist community.”*** This partnership would include how the school alongside the church is promoting an understanding of DVE.

The table below sets out how DVE could link with the SIAMS strands:

<b>D</b>	<b>Discipleship</b>  Strand 2: Wisdom, Knowledge and Skills	A disciple is a follower. What did it / does it mean to be a follower of Jesus?  What wisdom, knowledge and skills can be gleaned from his life and the life of the early church?
<b>V</b>	<b>Vocation</b>  Strand 3: Character Education	How have Christians past and present been influenced by their faith?  How has their character been transformed so that they are leaders in the fight against deprivation, injustice and exploitation of the natural world?
<b>E</b>	<b>Evangelism</b>  Strand 4: Community & Living Well Together  Strand 5: Dignity & Respect	This is mission.  What could we as individuals, as a school or as a community with the church to make a difference to those who are the most vulnerable?

### **How to use this resource**

Although you are obviously free to use the scheme of work however you feel fits best with your school we do have some ideas on how it could be used.

- Use as a series of RE lessons that build up to a presentation.
- Group work - individual members of the group focus on different themes as stated below.
- Choose one or two themes below and explore these in greater depth. Include those that link to DVE.

**Key Stage: 2&3****Saint**

**Key Questions:** What does the word saint mean? Which saint is associated with your school? What attributes does the saint associated with your school have? How do these attributes fit alongside your school's Christian values? How could members of your school community show these attributes in and outside of school?

**Key Words**

Saint	A person who showed certain holy attributes that resulted in him/her being canonised
Canonise	The process by which the Roman Catholic church recognises a dead person becoming a saint. The term to beatify is used, or beatification.

**What the Bible says?**

The New Testament links saints to those that are followers of Jesus Christ. There are many passages to choose from. Search <https://www.biblegateway.com/> for suggestions.

**Suggested teaching ideas****Explore the word and meaning of SAINT.**

- You could explore this meaning with reference to saints of the past.
- Your school might be named after a saint. Explore why your school is named after this saint.
- What symbols are associated with this saint? What do they mean? Your school badge may already display these symbols. If not design a school badge that incorporates the symbols associated with your saint. If your school is not named after a saint, have a competition to design the best school badge linked to selected Christian saints.
- You could explore who this person was, what they did and how they became a saint.
- You could explore their story. Pupils could create their own cartoon strip of the life story of this saint. They could perform a drama or create a rap based on this saint and interesting facts about their story, or the Christian attributes that they displayed throughout their life.
- Pupils could then create a profile of the associated saint of the school.
- Create a snakes and ladders game board that focuses on what a modern day saint should do (ladder) and what they shouldn't do, or obstacles to showing saintly attributes e.g. distractions/temptations (snakes).

**Making links and connections**

- Can pupils identify people that they would call modern day saints?
- Why would they identify them as modern day saints?

- The Bible says that we are all saints. If that is so how could our school community act more in a saintly way? Link this to the Christian values of your school and the Christian values/attributes or virtues that the saint associated with your school showed.
- Create a profile of an ideal saint.
- Explore modern day saints, people who have shown saintly attributes. These could be well known people, or lesser known ones. Examples of well-known ones are: Mother Teresa, Martin Luther King etc. lesser known ones could be those people who put their lives at risk to help others.

#### DVE / SIAMS links

1. This could link with a modern day icon – see icon section below. Pupils could explore what a modern day saint would be like. What ‘causes’ would they raise awareness of? Link this to the ideas of social injustice, deprivation and exploitation of the natural world.

#### Helpful resources

<a href="https://www.biblegateway.com/">https://www.biblegateway.com/</a>	Bible gateway is a useful search engine for biblical texts and passages.
<a href="http://saintscatholic.blogspot.co.uk/p/saint-symbols.html">http://saintscatholic.blogspot.co.uk/p/saint-symbols.html</a>	This site has a number of saints and their symbols. Explains meaning.
<a href="http://symboldictionary.net/?p=1369">http://symboldictionary.net/?p=1369</a>	This site gives a brief overview of saints and their stories. Some a bit gruesome.
Signs & Symbols in Christian Art by George Ferguson ISBN: 0-19-501432-4	This book gives an overview of Christian symbols and their meanings. Includes pictures. Easy to understand.

#### Key Stage: 2&3

#### Saint Chad

**Key Questions:** Who was St Chad? What was his story? Why is he important? What can we learn from his life? How was St Chad remembered in the past? How is St Chad remembered today? What is St Chad’s connection with St Werburgh? What is a monk? What is an abbey? What is an abbot? What is a vision and what does the Bible say about them? What is a miracle? Do miracles happen today? What is a pilgrim? What is a pilgrimage?

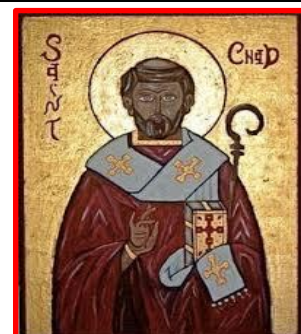
#### How do we know about St Chad

There is very little detail about the life of St Chad. What we have is from the writings of the Venerable Bede. However the following can be used as a summary of his life based on what is known.

#### Feast Day (or the day that St Chad is remembered)

- 2<sup>nd</sup> March

#### Summative facts about St Chad



- St Chad lived in the **7th Century AD**, that's nearly 1400 years ago. Died A.D. 672.
- He was **Bishop of Lichfield**. For church schools in the Lichfield Diocese this is important because they are linked to the person of St Chad, Bishop of Lichfield.
- He was a student of **St Aidan** of Lindisfarne. Under his **discipleship** Chad felt called to spread the 'good news' of Jesus. This he felt was his **vocation**.
- St Chad dedicated his life to **prayer and studying the scriptures**. He was known to escape life by **praying at the bottom of a well**. A well still exists today, associated with St Chad, and can be found outside the church of St Chad church in Lichfield. In the past many pilgrims would visit the well as part of their pilgrimage following the '**Two Saints Way**' between Chester (St Werburgh) and Lichfield (St Chad).
- Chad became the Abbot of Lastingham and encouraged those under his leadership to **evangelise** those who had never heard the 'Good News' of Jesus.
- When Chad died he was buried in the Church of St Mary which became part of **Lichfield Cathedral**.
- After Chad's death his bones were installed in a **reliquary**. Anyone who came into contact with them, or the dust mixed in water, was said to be healed or cured of disease. The mixture of bone dust and water was said to cure sick animals too.
- St Chad's **key values** were: **Faith, Hope and Trust**. He was also **prayerful, patient, humble and resilient**.

### **The story of St Chad**

Chad was one of four brothers, who were all priests. He was a monk at **Lastingham Abbey**, and succeeded his brother **St Cedd** as **Abbot**. Chad was made Bishop of York by King Oswy.

As **Bishop of York** he devoted his life to studying the Bible and preaching in towns and villages. Later his role as Bishop of York was questioned by the new **Archbishop of Canterbury, Theodore**. Chad agreed to step down as Bishop of York saying he never really wanted the position. He showed great humility in doing so and was willing to submit and show obedience towards Archbishop Theodore's authority.

Chad returned to **Lastingham** and lived a humble life there until he was called to become Bishop of the Mercian's based in Lichfield. This is how he became the **Bishop of Lichfield**. He remained here for two and half years. Chad travelled around **Mercia** preaching and teaching the Gospel '**Good News**' message of the life and teachings of Jesus Christ. He did this on foot refusing to use a horse to travel. This was seen as a great example of **humility**.

He would regularly set aside time for **prayer and reflection**. It is said he dug a **well** in which to escape the world in order to **prayer, contemplate and reflect**. This may be the origins of the well of St Chad that can still be visited outside the church of St Chad in Lichfield today.

Towards the end of his life he had a vision of an angel telling him of his death. He died on March 2<sup>nd</sup> 672. He was buried by St Mary's Church, which later became part of Lichfield Cathedral. His burial place became a **place of pilgrimage during the Middle Ages**. Many who visited the site and touched his place of burial were said to be miraculously healed. **Bede**

describes pilgrims putting their hand into the burial place, removing dust from it, mixing the dust in water which they drank and then were healed of their illness. Such a mixture was also used to cure sick animals.



The Lichfield Angel is thought to be the remains of the shrine of St Chad.

### Suggested teaching ideas on the life of St Chad

1. Create a storyboard of the life of St Chad to include: His brothers; Lindisfarne & Aiden; Abbott of Lastingham; Bishop of York; Archbishop Theodore questions Chad; Chad as Bishop of Lichfield; Chad's well & prayer; Chad's vision before death; Chad's burial & reliquary and miracles linked to St Chad.
2. Explore the meaning of evangelism, vocation and discipleship. Think about what these terms meant in the past and what they might mean today.
3. Explore monks, nuns, monasteries/abbeys. This could be done as a mini project.
4. Explore the life of a monk & nun – Abbot and Abbess.
5. Invite a monk or nun into school to talk about their life today as a monk or nun.
6. Explore how Abbey's were used in the past (Middle-Ages) – usually places of hospitality, food and medical help for pilgrims on their pilgrimage.

### Helpful Resources

The Mantle of Chad by Robert Mountford	This summarises the life of St Chad and his influence across Mercia.
Stories of Saints <a href="http://www.oystermouthparish.com/saint-chad">www.oystermouthparish.com/saint-chad</a>	Summary of the life of St Chad
The Story of St Chad, Birmingham Catholic Cathedral <a href="http://www.stchadscathedral.org.uk/cathedral/history/">www.stchadscathedral.org.uk/cathedral/history/</a>	Summary of the life of St Chad
The relics of St Chad, Birmingham Catholic Cathedral <a href="http://www.stchadscathedral.org.uk/cathedral/relics-of-st-chad/">www.stchadscathedral.org.uk/cathedral/relics-of-st-chad/</a>	Summary of the remains of St Chad
The history of Lichfield Cathedral <a href="http://www.lichfield-cathedral.org/about-us/history">www.lichfield-cathedral.org/about-us/history</a>	Includes St Chad
The Treasures of Lichfield Cathedral <a href="http://www.lichfield-cathedral.org/about-us/cathedral-treasures">www.lichfield-cathedral.org/about-us/cathedral-treasures</a>	This includes St Chad's Gospels and the Lichfield Angel (possible remains of the shrine of St Chad)

### Key Stage 2 & 3 Religious Experience: Vision, Dreams & Miracles

**Key Questions:** What is a miracle? What miracles did Jesus perform? What do miracles teach about the person of Jesus e.g. his divinity (links to Trinity), compassion for others;

What is empathy? How can I empathise with the characters in the miracle stories? Do miracles happen today? What miracles took place in the Old Testament? What is a religious experience? Can I identify different religious experiences & religious stories: visions (St Paul), dreams (Joseph), miracles (Jesus); What is a religious relic? Why were St Chad's remains (relic) so special? What relics are important in the Roman Catholic faith? Do religious experiences happen in other faiths?

### **Suggested teaching ideas on religious experience**

1. Refer to the miracles associated with St Chad. It is said that the dust from his bones could heal diseases in both humans and animals. His shrine in Lichfield Cathedral was a stopping point for pilgrims during their pilgrimage between Chester and Lichfield (Two Saints Way). Use St Chad's miracle story as a springboard to explore religious experience.
2. Explore 'religious experience' (make it age related).
3. Explore the meaning of miracle.
4. Explore some of the miracles of Jesus through storyboards, dramas, raps etc. You could do some empathy related writing based on different characters from the miracle story. What do miracles teach about the personhood of Jesus (divinity)? Use this as a springboard to explain the Trinity?
5. Explore miracle stories from the Bible, both Old and New Testament e.g. The Creation miracle; Abraham & Sarah's conception of Isaac; Parting of the Red Sea; Manna from Heaven; Jonah & the Whale; The Incarnation of Jesus; Daniel & the lion's den; Jesus turns water into wine; Feeding the 5000; Jesus walks on water. You may want to refer to the 'Understanding Christianity' resource and any miracles that it mentions.
6. Explore modern day miracles. Do miracles happen today or are they just coincidences?
7. Visions and dreams in the Bible e.g. Joseph's dreams; St Paul's conversion vision on the road to Damascus etc. You could be creative in how these are explored e.g. drama etc.
8. Compare visions in the Bible with modern day visions of Mary e.g. Lourdes (France); Santiago de Compostela (Spain); Fatima (Portugal); Canterbury (UK); Guadalupe (Mexico). This could be linked to some history & geography. Again a mini project but with an overarching RE theme on pilgrimage.
9. You could explore Roman Catholic relics e.g. Turin Shroud; St Veronica's Cloth etc.
10. You could explore stigmata e.g. the life of St Francis of Assisi; modern day stigmatists (this is suitable for older pupils).
11. You could explore religious experience in other faiths: Prophet Muhammad (PBUH) receiving the words of the Qur'an from the Angel Jibreel (Gabriel); Guru Nanak's disappearance when he encountered God and received the Mool Mantra; Moses' encounter of God in the burning bush etc.

## Helpful Resources

[www.christiancourier.com/articles/5-what-does-the-bible-say-about-miracles](http://www.christiancourier.com/articles/5-what-does-the-bible-say-about-miracles)

This website article gives a detailed background to miracles.

## Key Stage 2 & 3

### Why is St Chad important today? Pilgrim and Pilgrimage Special Places

**Key Questions:** What is a pilgrim and pilgrimage? Why is this important in some religions? Why is St Chad important? Who was St Werburgh? What is the 'Two Saints Way'? What other special places are there in the world? What is a miracle? What miracles were associated with St Chad and St Werburgh? What miracles did Jesus perform? What do miracles teach Christians about Jesus? Do miracles happen today?

## Key Words

Pilgrim	A person who journey's to a sacred place for religious reasons.
Pilgrimage	A pilgrim's journey.
The Hajj	The fifth pillar of Islam. Muslims should perform a pilgrimage to Mecca at least once in their lifetime, or pay for someone to go on their behalf.
The Vatican	This is a separate state situated in the city of Rome. It is the residence of the Pope, the leader of the Roman Catholic Church. A centre of pilgrimage for Roman Catholic Christians.
Lourdes	This is a pilgrimage site in France for Roman Catholics and some Anglicans. It is associated with a vision of Mary by a young girl called Bernadette. It is associated with modern day miracles.
Western/Wailing Wall, Jerusalem	This is a very important pilgrimage site for Jews. It is the remains of the last Temple to worship Yahweh. This temple was destroyed by the Romans in AD70.
Amritsar, Punjab India	This is not a place of pilgrimage for Sikhs but is a focal point for their religion. Amritsar is where the Golden Temple can be found.
Varansai, India	This is a pilgrimage site for Hindus. Many either want to die here or be cremated here on the banks of the River Ganges.
The Ganges	This is the most sacred river in India. It is considered a goddess, Ganga.
Two Saints Way	This is the pilgrimage route used by Christians from the Middle Ages,



	and today, between the Shrines of St Chad, Lichfield and St Werburgh, Chester.
Iconoclasm	A period when icons were destroyed as part of an anti-image stance during the 16th century.

The **Bishop of Lichfield, Bishop Michael**, has chosen St Chad as the focus for Lichfield Diocese with the strapline, ***“Come follow Christ in the footsteps of St Chad.”*** There has also been a renewed interest in the pilgrimage between Chester (St Werburgh) and Lichfield (St Chad). This is known as the **‘Two Saints Way’**.

#### **The life of St Chad (see above)**

#### **The life of St Werburgh**



St Werburgh was a Benedictine and patroness of Chester, Abbess of Weedon, **Trentham, Hanbury**, Minster in Sheppey, and Ely. She was born in Staffordshire early in the seventh century and died at Trentham in 3rd February in 699 or 700. St Werburgh was a King's daughter and a member of the Mercian household and had relatives in the French, Kentish and East Anglian Royal families. Her mother was St. Ermenilda, daughter of Ercombert, King of Kent, and St. Sexburga. Her father was Wulfhere, son of Penda, the fiercest of the Mercian kings.

St Werburgh was of royal blood however she cared not for the pretty things and the easy life associated with being a princess. Instead she longed only to do good and to make other people happy, and to grow good and wise herself. To do this St Werburgh studied and worked hard and became a holy woman and an Abbess.

St Werburgh had been attracted to the contemplative life and sought her father's permission to enter the abbey at Ely. Her father granted his daughter's wish although opposed at first. St Werburgh was consecrated abbess by Bishop Sexwulfus of Lichfield (675-691).

When her uncle Ethelrede succeeded her father as King of Mercia, he asked St Werburgh to take charge of all three monasteries of nuns in his dominion and bring them to a higher level of discipline and perfection.

Her work involved the reforming of the existing Mercian monasteries and the founding of new ones which King Ethelred generously endowed, namely, Trentham and Hanbury, in Staffordshire, and Weedon, in Northamptonshire.

Her position however did not change her humility that had always characterized her and in her devotion to all those in her care she was more a servant than the mistress. God rewarded her for her childlike trust by many miracles, which made St Werburgh one of the best known and loved Saxon saints.

One of the best known miracles was the command given by St Werburgh to a flock of geese

causing havoc in the cornfields of Weedon. The command banished them and since then no geese have been seen in those parts.

St Werburgh instructed that she was to be buried in Hanbury however the nuns of Threckingham (Trentham) refused to give up the body of St Werburgh until those of Hanbury took the body to the tomb in Hanbury. In 708 the body of St Werburgh was exhumed because of the many miracles associated with her. This was done in the presence of King Coelred of Mercia and his council. They found her body to be incorrupt and as it was when it had been laid to rest. In 875 the body was moved to Chester, the Church of St. Peter and St. Paul, which is the site of the present cathedral of Chester. It was rededicated to St. Werburgh and St. Oswald, most probably in the reign of Athelstan.

In 1093, Hugh Lupus, Earl of Chester, richly endowed the abbey and its church. Chester became a great Benedictine abbey, the name of St. Anselm, and then a monk at Bee was associated with this transformation.

During the vast wave of iconoclasm that swept over the country during the reign of Henry VIII many cathedrals were ransacked including Chester and St. Werburgh's relics were scattered, although they were later returned. Also, many of the figures in the Cathedral had been mutilated, and while restoring them the workmen by mistake placed female heads on male shoulders and vice versa. Only thirty of the original figures now remain, while four have been lost.

Our Lady and St Werburgh's Church has a statue of the Saint which also has a goose beside it. The statue itself was specially commissioned by Father Malcom Glaze when the church was converted from the original state to the present day church.

One version of the Legend is that St Werburgh had been interested in a flock of geese that visited the convent meadow and bathed in the pond in Weedon. One goose was her favourite and St Werburgh named him Grayking. He had a black ring around his neck and was the fattest and happiest looking of the flock.

Grayking was eaten by the convent steward, Hugh, because he looked very tempting and fat, but also because the flock of geese, which St Werburgh liked so much, had ruined his field of corn and he felt that they had not been punished enough by St Werburgh.

When St Werburgh found out this she was furious with the steward. She found the bones of the goose Grayking and ordered him to arise. The bones reformed and Grayking the goose stood before her.

Taken from the website: [www.ourladyandstwerburgh.co.uk/the-legend-of-st-werburgh.html](http://www.ourladyandstwerburgh.co.uk/the-legend-of-st-werburgh.html)

### **Suggested teaching ideas**

1. Explore the meaning of pilgrimage and pilgrim.
2. Create your own pilgrimage around school. This could be one you create based on the life and teaching of Jesus or an aspect of his life e.g. Holy Week; Stations of the

Cross etc.

3. You could also create a pilgrimage around school that includes other faiths & Christian denominations e.g. Islam (Hajj); Rome/Vatican (Roman Catholic); Lourdes (Roman Catholic); Western/Wailing Wall, Jerusalem (Judaism) & Amritsar/Golden Temple (Sikhism – not considered a place of pilgrimage but certainly a focus for all Sikhs around the world) and Varanasi for Hindus.
4. Create an information booklet on the '**Two Saints Way**'. Pupils could research and write about certain key areas/places visited on this pilgrimage. This could be then linked to the life of St Chad (see above) and St Werburgh (see above).
5. Create a storyboard of the lives of St Chad and St Werburgh.
6. Explore the meaning of miracle. Link this to the lives of St Chad and St Werburgh.
7. Explore some of the miracle that Jesus did. What does this teach about Jesus' person (divinity)
8. Explore modern day miracles. Do miracles happen today?
9. Explore with pupils the idea that human beings need time set aside to be reflective through a pilgrimage journey. Pupils would need to distinguish between a holiday and a pilgrimage – trying to identify the differences.
10. Explore stilling or reflection. You might be able to incorporate this within your worship.

### Helpful Resources

This is RE Book 2 by Cath Large	A secondary resource but tasks could be adapted for primary. There is a section on, 'what is the difference between a tourist and a pilgrim.' This unit of work looks at Lourdes, The River Ganges and the Western/Wailing Wall.
Two Saints Way <a href="http://twosaintsway.org.uk/">http://twosaintsway.org.uk/</a>	This website gives you information on the pilgrimage between the sites associated with St Chad, Lichfield and St Werburgh, Chester.
The Legend of St Werburgh <a href="http://www.ourladyandstwerburgh.co.uk/the-legend-of-st-werburgh.html">www.ourladyandstwerburgh.co.uk/the-legend-of-st-werburgh.html</a>	Summarises the life of St Werburgh.
<a href="http://www.lourdes-france.org/en">www.lourdes-france.org/en</a>	This website has a focus on pilgrimage to Lourdes, France.
<a href="http://www.fatima.org/essentials/facts/story1.asp">www.fatima.org/essentials/facts/story1.asp</a>	This website has a focus on pilgrimage to Fatima

[www.franciscanmedia.org/our-lady-of-guadalupe/](http://www.franciscanmedia.org/our-lady-of-guadalupe/)

This website has a focus on pilgrimage to Our Lady at Guadalupe

**Key Stage 2 & 3      What can be learned from St Chad's life?**

**Key Questions:** What can I learn from St Chad's life particularly from the values and virtues that he followed? In what ways did St Chad's values and virtues match some of the examples from the Bible, particularly from the example of Jesus? In what way do our school values and virtues match those from the life of St Chad? How can following Christian values and virtues make a difference in our lives, the lives of others and the wider community?

**Suggested teaching ideas**

1. You could focus on St Chad's values and virtues. Then explore these with pupils and what they mean to them, their friends, family and school. It might be that some of these values and virtues are ones that you encourage pupils to follow in school. Could pupils make connections?
2. Create a display of the schools and St Chad's virtues/values? Think about the impact of these virtues & values on their own and others' lives?

**DVE / SIAMS links**

1. Explore you own schools values. Do any match those of St Chad?
2. Using the values explore how they could be the spring board to making a difference to the local, national or global community. Refer to Alex Wolvers 'Mission Scheme of Work' which draws inspiration from 'Feed the Hungry' and the 'Jo Cox' foundation. This can be found on the LDBE website.

<b>Value/Virtue</b>	<b>Where in the St Chad's Story?</b>
Faith	Chad had the faith that he could change people's lives for the better, encouraging them to convert and believe in Jesus Christ. This can be seen in the way he travelled around Mercia as Bishop of Lichfield. In a way Chad was a Medieval Missionary. <ul style="list-style-type: none"> <li>● Explore the meaning of faith with pupils.</li> <li>● What does faith mean to them?</li> <li>● When have they had to show faith in their own lives?</li> </ul>
Hope	Chad never gave up. Even when he had to relinquish being Bishop of York. He showed patience and waited for God to use him again. <ul style="list-style-type: none"> <li>● Explore hope with pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Are they always hopeful or pessimistic?</li> <li>• Hope and patience go hand in hand. Are pupils patient or impatient?</li> <li>• How could we practically bring hope to those less fortunate than ourselves?</li> </ul>
Trust	<p>Chad put his trust in God through prayer. Even when times were tough – when he had to relinquish being Bishop of York, he always trusted that his life was in God’s hands.</p> <ul style="list-style-type: none"> <li>• Explore the meaning of trust with pupils.</li> <li>• Are they trustworthy? Do people trust them?</li> </ul>
Prayer	<p>Chad lived a life of prayer. He would often seek out places where he could be alone and pray. Hence the building of a well. St Chad's well.</p> <ul style="list-style-type: none"> <li>• Explore the meaning of prayer with pupils. Perhaps do some reflective stilling or mindfulness.</li> <li>• When do they pray? When do they reflect?</li> <li>• Do they seek out quietness? Does the school give them time for this?</li> <li>• Explore the life of Jesus and his times of being solitary and away from the crowd e.g. Wildness Experience; Garden of Gethsemane; Escaping from the crowd after a miracle to be alone.</li> </ul>
Humility	<p>Chad showed this by observing the authority of Archbishop Theodore when he was removed from being Bishop of York. Chad also refused to use a horse to travel around Mercia preferring to go by foot. He didn’t want to be seen above those who were in need (a horse then was a sign of wealth and power).</p>
Patience	<p>Chad had to be patient in waiting for the time when he was made Bishop of Lichfield.</p>

#### Helpful Resources

[www.christianvalues4schools.org.uk/](http://www.christianvalues4schools.org.uk/)

Explore this website which was

	commissioned by the Church of England to explore Christian values. Some of the values explored in this website fits into the values of St Chad.
<a href="http://www.ldbe.co.uk/global-education-share-a-pencil-2/">http://www.ldbe.co.uk/global-education-share-a-pencil-2/</a>	Global Education and Mission. Click the link to be taken to Alex Wolver's Mission Scheme of Work.

## Key Stage 2 & 3

## What is prayer all about?

**Key Questions:** What is prayer? Why is prayer important for religious people? What does the Bible teach about prayer? What can we learn from the life and teachings of Jesus about prayer? What does the Lord's Prayer teach Christian's about God? What can we learn from other Christians about prayer? Refer also to the use of Icons in prayer - see Icons below.

### Prayer

Prayer is communication with God. Throughout the Old and New Testaments prayer features extensively. Prayer is a significant feature in all faiths. What do some religious people use to help them pray? What is Christian meditation and stilling? How does this practice help Christian's to focus on praying to God? Are all prayers answered? How do I pray for others?

### Suggested teaching ideas

1. Explore prayer spaces in schools. See website link below.
2. Try out stilling with your pupils. Use the Mary Stone book below as your guide.
3. Explore why some prayers are answered while others are not.
4. Explore a certain need in the world today. This could be an opportunity to explore a certain country that is troubled by war or a natural disaster. Link the exploration of this topic to prayer. Pupils could write prayers that have a specific focus on the needs of the people living in that situation.
5. Prayer without action is worthless. Explore this statement with pupils. Are prayers for the wants and needs of others just empty words if not accompanied by action? In what ways could pupils marry prayer with action? Think about how pupils could be encouraged to become courageous advocates. This might include engaging in a protest campaign to bring to the attention of the public the plight of the people living in that situation.

### DVE / SIAMS links

1. Create prayers, prayer chains that focus on deprivation, social injustice or exploitation of the natural world both locally, nationally and globally.
2. Using a world map explore areas of the world that suffer from deprivation, social injustice or exploitation of the natural world. Do more in depth case studies with pupils so that they understand how different life can be for their peers in different parts of the world. The work of *'World Vision'* is good for this.
3. Create prayers that are very specific to the areas studied.
4. Create a world prayer map. Use post-it's to keep the prayer current, fresh and up to

date.

### Helpful Resources

<a href="http://www.prayerspacesinschools.com/">www.prayerspacesinschools.com/</a>	This is an excellent website to explore prayer with pupils. It gives loads of practical and fund ways that this can be accomplished.
<a href="http://www.allaboutprayer.org/what-is-prayer.htm">www.allaboutprayer.org/what-is-prayer.htm</a>	Explains what prayer is all about.
Don't just do something sit there by Mary Stone	This book explores 'stilling' and gives ideas how this can be done.
<a href="http://www.bibleinfo.com/en/questions/why-does-god-not-answer-my-prayer">www.bibleinfo.com/en/questions/why-does-god-not-answer-my-prayer</a>	Explores reasons why prayers are not always answered.
<a href="https://www.worldvision.org.uk">https://www.worldvision.org.uk</a>	World Vision resources are good for understanding how people live in other parts of the world. They produce an excellent range of videos.

### Key Stage 2 & 3

### Illustrated Bibles & Celtic Art

**Key Questions:** What are illuminated Bibles? Why is the Bible important to Christians? Which other religions have similar stories found in the Bible? How were Bibles written before the invention of the printing press? What is Celtic art? What is the significance of the Celtic knot?

#### Illuminated Bibles

These are handwritten Bibles. Mainly done in the Middles Ages prior to the invention of the printing press. The illuminations are in the form of letter designs and pictures in the margins of the text. The text was written in Latin. Many are decorated using gold or silver. Monks would spend years writing these in areas known as a scriptorium within the monastery.



#### Suggested teaching ideas

1. Explore handwritten Bible e.g. The Lindisfarne Gospels and Lichfield Gospels. You could bring art into this e.g. Celtic and Medieval art.
2. Pupils could copy Celtic art as found in the Lindisfarne gospels.
3. Pupils could choose a Biblical text and illuminate it using Celtic designs.
4. Explore the Bible. That it is a library of books. Split into the Old and New Testaments. Explore some stories from the Old and New Testaments.
5. Explore how Bibles were written prior to the printing press. Medieval scriptoriums. The role of monks in this process. Monasteries etc.

### DVE/SIAMS links

1. Explore the beatitudes in the gospels and what these could mean for society today.
2. Explore the parables of the 'Good Samaritan', 'Sheep and Goats' et al.
3. Create a Celtic styled illustrated teaching / story that have its focus on how Jesus viewed forgiveness, reconciliation, reaching out to those who were lost and need (the most vulnerable).
4. Explore what these teachings / stories mean for pupils. What difference could they make if they followed them?

### Helpful Resources

[www.lindisfarne.org.uk/gospels/gospels3.htm](http://www.lindisfarne.org.uk/gospels/gospels3.htm)

This website explores the Lindisfarne gospels.

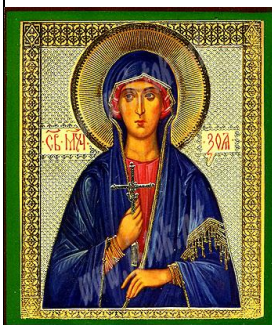
[https://en.wikipedia.org/wiki/Illuminated\\_manuscript](https://en.wikipedia.org/wiki/Illuminated_manuscript)

Wikipedia gives an overview of illuminated texts. Use care with this website for accuracy.

### Key Stage 2 & 3

### Icons

**Key Questions:** What is an icon? How are icons used by some Christians? How do Greek and Russian Orthodox Christians use icons? What is an iconostasis? What is the significance of the iconostasis? What is the symbolic meaning behind the symbols, lettering and colours used in icons? Are icons relevant for today? Who would Christians class as today's modern day icons?



#### Icons

These are used by some Christians as aids to prayer. They are mainly used in the Roman Catholic and Orthodox Christian denominations. They have a long history that goes back to the Middle Ages.

Icons are considered to be 'windows to heaven'. When a Christian prays in front of them it is thought that their prayers go directly to heaven. Some will kiss the icon as a mark of respect. Many show a two dimensional image of a particular Christian saint, Mary, Jesus or Mary holding Jesus. The illustrated saint usually has a halo around their head. Specific colours are used in icons. Mainly silver and gold.

In particular Mary, the mother of Jesus, is shown in icons. Sometimes by herself or holding the Jesus. Mary in the Greek and Roman Catholic Christian tradition is referred to as **theotokos** which means 'mother of God.'

#### Colours in Christian Art

Symbolism of colours represents many different items of sacred significance. The meaning of the different colours are highly significant and are detailed as follows:



**Gold** symbolises the light of God and the splendour of the Kingdom of God. Gold symbolises the divine nature of God.

**Silver** symbolises purity and splendour.

**White** symbolises Purity, virginity, innocence and virtue. It also symbolises holiness and is the Christian colour for all high Holy Days of the Church Year, especially the seasons of Christmas and Easter.

**Yellow** colours symbolise renewal, hope, light and purity. Yellow is the Christian colour for the season of Easter when used with white. When taken as off-white colour symbolises degradation or cowardice.

**Orange** colours symbolise courage, endurance and strength representing fire and flame.

**Green** colours symbolise nature, fertility, hope and bountifulness. Green symbolises freedom from bondage. Green is the Christian colour for the season of Epiphany

**Red** colours symbolise the Holy Spirit and is the colour of Pentecost. Red also represents fire and is associated with power and importance. Crimson red also symbolises the presence of God and the blood of martyrs. It is the Christian liturgical colour for Pentecost and represents atonement and humility.

**Black** colours symbolise death, fear and ignorance and was also used to indicate authority and power. The colour black is associated with Good Friday.

**Brown** colours symbolise the earth, poverty and humility and closely associated with monastic life.

**Blue** colours symbolise heavenly grace. The Virgin Mary is often depicted wearing blue clothing. Blue also represents hope, good health and the state of servitude.

**Purple** colours are always associated with Royalty. Purple togas were worn by the powerful Roman Emperors. The symbolic meaning of the colour purple was for penitence and mourning and is the liturgical colour for the seasons of Lent and Advent.

### **Suggested teaching ideas**

1. Explore various pictures of icons so that pupils become familiar with how they look.
2. Dissect an icon. Break down its symbolism from its image (who it is e.g. Saint, Mary or Jesus), colours and symbols. Explore the importance of that particular saint etc.
3. Explore the symbolic meaning of colour in icons.
4. Explore how icons are used as a focus for prayer particularly in the Greek and Russian Orthodox Christian traditions.
5. Conduct a 'stilling' exercise with a focus on looking at an icon. Explore the idea of an icon being a 'window to heaven'.
6. Create your own icon. This could be based on the patron saint of the school, if it has one. Research the patron saint of your school. Why is this saint important? What did they do? Why were they chosen for your school?
7. Explore the icons that have been recently created for Lichfield Cathedral. See website link below.
8. Explore inside an orthodox church, particularly the iconostasis. Pupils could do a special study on an orthodox church and icons.

### **DVE / SIAMS links**

1. Create a modern styled icon or iconostasis across a wall in the classroom. The icons created should illustrate someone past or present who is a leaders against

deprivation, social injustice or exploitation of the natural world. For example Martin Luther King, Mother Teresa, Dietrich Bonhoeffer, Archbishop Desmond Tutu etc. In addition to the icon the work / display should allow pupils to raise questions and illustrate how they intend to 'make a difference.'

### Helpful Resources

<a href="http://www.hellenic-art.com/sterling/othersaints/">www.hellenic-art.com/sterling/othersaints/</a>	<p>This website has a number of silver and gold icons from the Greek Orthodox tradition.</p>
<a href="http://www.lichfield-cathedral.org/about-us/the-icon-project">www.lichfield-cathedral.org/about-us/the-icon-project</a>	<p>This website looks at the icon project being undertaken by Lichfield Cathedral.</p>
<a href="http://www.google.co.uk/search?q=religious+icon+template&amp;rlz=1C1CHBF_en-GBGB756GB756&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwi-nJuwvoTYAhWFnBoKHZfSC64QsAQIKA&amp;biw=1920&amp;bih=974">www.google.co.uk/search?q=religious+icon+template&amp;rlz=1C1CHBF_en-GBGB756GB756&amp;tbm=isch&amp;tbo=u&amp;source=univ&amp;sa=X&amp;ved=0ahUKEwi-nJuwvoTYAhWFnBoKHZfSC64QsAQIKA&amp;biw=1920&amp;bih=974</a>	<p>Icon templates.</p>