**Awareness Mystery Value (AMV) Distinctively Local Schemes of Learning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Stage 2: How should we live and how can John Wesley inspire us? [B&F]**  **This unit explores how values and commitments might be demonstrated in the lives of John Wesley and other believers.** | | | | |
| **About this example**  This series of approximately 7 lessons is intended to provide a set of learning activities in RE for a **Year 5/6 class**. It was written by Rev Dr Jacky Quarmby (Education Officer for John Wesley’s Chapel, Bristol) and Katy Staples (RE Adviser for Bristol SACRE).  The focus here is on the life of John Wesley, the 18th century preacher, who built the first Methodist Chapel in Bristol (John Wesley’s Chapel/the New Room in Broadmead). Supplementary questions include: What does it mean to be a good person? Why do people want to be good? How can we become a good person?  John Wesley preached in many different places throughout the region. You may wish to adapt the following ideas for lessons and a visit to suit your locality, rather than the New Room in Bristol. | | | | |
| **Where the example fits into the curriculum**  This example connects with AMV Areas of Enquiry B (Practices and Ways of Life) and F (Values and Commitments) and fits naturally within  Unit 9, ‘How should we live and who can inspire us?’ It makes cross-curricular connections with 18th century history.  The lessons described here include a visit to John Wesley’s Chapel (the New Room) in Broadmead, Bristol. | | | | |
| **Prior Learning**  *Children will know something about Christianity, the person of Jesus and the Christian belief that through Jesus’ death on the cross, sins are forgiven and people can be put right with God.* | | | | |
| **Featured Religions / Beliefs** | **Areas of Enquiry** | | | |
| Christianity | **AT 1: Learning ABOUT religion and belief** | | **AT 2: Learning FROM religion and belief** | |
|  | A. Beliefs, teachings and sources |  | D. Identity and belonging |  |
|  | B. Practices and ways of life | 🗸 | E. Meaning, purpose and truth |  |
|  | C. Forms of expression |  | F. Values and commitments | 🗸 |

|  |
| --- |
| **Key Question: How should we live and how can John Wesley inspire us?** |
| **Supplementary Questions** |
| 1. How did John Wesley provide an example of how to live a good life? 2. What values and commitments inspired or were taught by John Wesley? 3. How have the actions and example of people of faith or belief, such as John Wesley, changed our world? 4. How might we change our lives in the light of the qualities demonstrated by individuals such as John Wesley? |
| **Resources**  The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.   * Lesson plans and worksheets available on this website: [John Wesley the New Rooms and Hanham Mount](http://awarenessmysteryvalue.org/wp-content/uploads/2016/11/L2091a-Resources.docx), and [New Room Quiz](http://awarenessmysteryvalue.org/wp-content/uploads/2016/11/L2091b-newroom-quiz-Y56.pdf) * ‘John Wesley riding a horse while reading a book’ by Richard Gilmore Douglas: [www.bbc.co.uk/arts/yourpaintings/paintings/john-wesley-17031791-riding-a-horse-whilst-reading-a-book-80686](http://www.bbc.co.uk/arts/yourpaintings/paintings/john-wesley-17031791-riding-a-horse-whilst-reading-a-book-80686) * The Epworth Old Rectory website: [www.epwortholdrectory.org.uk](http://www.epwortholdrectory.org.uk); plus [www.epwortholdrectory.org.uk/hist\_v2.php](http://www.epwortholdrectory.org.uk/hist_v2.php) for the new media gallery. * The old RE:QUEST website contains a coded puzzle: <http://request.org.uk/oldsite/main/history/georgians/wesley/wesley01.htm>. * New RE:Quest website: <http://request.org.uk/people-places/significant-people/2013/07/26/john-wesley/> * DVD Encounters with John Wesley starring Mark Topping (obtainable from [www.revjohnwesley.co.uk](http://www.revjohnwesley.co.uk) for £12.99). * DVD Revd Mr John Wesley and the New Room, Bristol (obtainable from the New Room for £10). * John Wesley by Gordon S. Wakefield (available from the New Room at £3). * John Wesley (Ladybird Books) (available from the New Room at £4.99). * The Three Questions by Jon J Muth. For the story, see <http://www.online-literature.com/tolstoy/2736/> For a fair copy of the pictures for the whiteboard see [www.youtube.com/watch?v=y9A29bd7agA](http://www.youtube.com/watch?v=y9A29bd7agA) (This will still need the teacher to read the words of the story). * The website [www.newroombristol.org.uk](http://www.newroombristol.org.uk) shows images of the New Room. * The website [www.epwortholdrectory.org.uk](http://www.epwortholdrectory.org.uk) contains historical information and brief videos relating to John Wesley’s early life as a child. * On YouTube there is a very old film called “John Wesley – Christian Movie” which, while dated, could be useful in parts. * See also ‘The Methodist Story’ at <http://methodist.org.uk/static/children/children/methstory.htm> for background information. |

|  |  |  |
| --- | --- | --- |
| **Learning Outside the Classroom** | | |
| **Expectations: are the focus areas of enquiry identified on the previous page**  **By the end of this sequence of learning:** | | |
| **Developing** | **Secure** | **Exceeding** | |
| Talk about who John Wesley was, what he believed and how he helped others.  Say something about why people followed him.  Talk about what is important to them and what they think is a good way to help others | Make links between the teaching of Jesus and the life of John Wesley.  Describe what a Christian might learn from the life of John Wesley.  Link their own ideas of how to live a good life with the life and teaching of John Wesley.  Provide good reasons for the views they have and the connections they make | Explain why John Wesley’s preaching was influenced by wanting to change the world he lived in.  Describe how John Wesley’s teaching and life changed England in the 18th Century.  Use reasoning and examples explain their own ideas as to whether John Wesley effectively made the world a better place. | |
|  |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (a) How did John Wesley provide an example of how to live a good life?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 1**  Pupils will:   * be asked to begin to ask questions about the person of John Wesley * retell the story of John Wesley being saved from the fire as a child * reflect on the idea of a vocation or a sense of ‘chosenness’ on a person’s life.   *How did significant religious experiences change the life of John Wesley?* | 1. Show the image of John Wesley on his horse: see resources, and ask pupils to look at this picture carefully in pairs.  What questions would they like to ask about John Wesley?  Gather the questions on the board – get the pupils to agree - what are the three most important questions we need to try to answer about this man? [Hopefully exclude questions like what is the name of his horse!] Steer the class towards the questions that will best answer the question of the unit ‘How should we live and how can John Wesley inspire us?’  Issue the question sheet [See Supplementary sheet 1 : John Wesley question sheet (1)] and ask the pupils to write the 3 or 4 questions the class want to be answered on it. *They can return to this at the end of the unit to record what they have learnt.*  Offer them some basic information :  Explain that this is John Wesley, who lived over 300 years ago. He was a priest in the Church of England and began a movement of people called Methodists, which later became the Methodist Church. During his lifetime, Wesley made preaching/teaching journeys that meant he travelled a distance equivalent to going to the Moon and back! John Wesley spent a lot of time in Bristol and built the first ever Methodist Chapel (the New Room).  The key task is to answer the question: how should we live and can John Wesley inspire us?  Show the film from the Epworth Old Rectory Media Gallery (see resources) and ask pupils to retell the story of John Wesley and the Rectory Fire. (This could be done through literacy/ drama or annotated art.)  Hold a summary discussion with pupils using such questions as:   * Why did John Wesley’s mother believe that he was special after the fire? * How do you think it would have changed the way John and others thought about his life? * How are people’s lives changed when they are told they have been chosen or are special for a certain reason? Give some examples. * Are all people “chosen” or special or just some, in your opinion? * In what ways are you special – why might you have been saved from the fire like John? | Pupils:   * remember the story of John Wesley’s life and talk about it; * say why some Christians think John Wesley is an important person; * talk about what is important to them. | ‘John Wesley riding a horse while reading a book’ by Richard Gilmore Douglas. See BBC paintings in Resources above.  There is useful information on the Epworth Old Rectory website (see Resources) under “History and Development” on the whole Wesley family, John’s parents and brothers and sisters and the fire in 1709.  There are also 2½ minute videos about life in the rectory for the Wesley family.  See also books and websites in Resources above. |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (a) How did John Wesley provide an example of how to live a good life? (b) What values and commitments inspired or were taught by John Wesley?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 2**  Pupils will:   * ask what the significant events were that changed the life of John Wesley.   *What major experiences happened in John Wesley’s life that changed his direction?*  *How did John Wesley live his life?* | 2. Re-cap on the last lesson and what happened to John Wesley when he was five.  **Starter question**  John asked for the following words to be put on his gravestone: “Here lieth the Body of JOHN WESLEY, A BRAND PLUCKED OUT OF THE BURNING”. From the story you have heard so far what is he referring to?  Explain that pupils will now, in order to answer the key question, need to consider how John Wesley felt that God was continuing to “save him from the fire” in different ways throughout his life.  Give out John Wesley timeline sheet (2) and the differentiated information and task sheets (3 and 4) about John Wesley’s life.  Ask pupils to complete the tasks on the timeline and in their books.  **Plenary**  Near the end of the lesson, ask pupils to give their views on the final task questions on the sheet and ask them for ways in which they think John felt he was saved throughout his life. What do they think he felt he was saved for? | Pupils:   * remember the story of John Wesley’s life and talk about it; * use religious language accurately to describe what changed for John Wesley in his life; * talk about what was important to John Wesley and what is important to them. | Use supplementary resources 2 – 4: John Wesley timeline and John Wesley – his life.  If you have the DVD, ‘Encounters with John Wesley’ (see Resources above), you could show the ship experience and the “strangely warmed” experience in John Wesley’s own words. |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (a) How did John Wesley provide an example of how to live a good life? (b) What values and commitments inspired or were taught by John Wesley? (c) How have the actions and example of people of faith or belief, such as John Wesley, changed our world? (d) How might we change our lives in the light of the qualities demonstrated by individuals such as John Wesley?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 3**  Pupils will:   * explore something of the world at the time of John Wesley and how his life and practices challenged the church and changed the lives of many people; * consider why Methodists and other Christians find his life an important example today.   *What difference did John Wesley’s life have on the people who lived at that time?* | 3. Remind pupils of the key question: How should we live and how can John Wesley inspire us?  What was life like at the time of John Wesley? [See differentiated supplementary materials 5 & 6.]  Ask pupils such questions as:   * What changes did John Wesley try to make? * Why is his life an example that others saw and still see as inspiring? Recap last lesson.   Ask pupils to work in pairs to list at least three things that they would like to put right in today’s world. Give as many pupils as possible the chance to explain their ideas in the whole class.  Give out the ‘Life and Times of John Wesley’ Sheet (5 and 6 differentiated) and model how to complete the sheet on the white board. Ask pupils to complete the last column in the grid.  **Plenary**  Ask pupils for their views on whether John Wesley tried to put right any of the things that *they* wanted to put right?  Discuss as a class the questions requiring further thought from the sheets 5 and 6: Why do many Christians find John Wesley inspiring? etc. | Pupils can:   * say why some Christians think John Wesley is an important person; * describe the different things John Wesley and the and the first Methodists did to help them to live good lives; * link the things John Wesley did with what they and other people do today to help us lead good lives. | Supplementary resources 5 and 6: Life and times of John Wesley.  If you have the DVD, ‘Encounters with John Wesley’ (see Resources above), you could show some of the story of the field preaching. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (b) What values and commitments inspired or were taught by John Wesley? (c) How have the actions and example of people of faith or belief, such as John Wesley, changed our world? (d) How might we change our lives in the light of the qualities demonstrated by individuals such as John Wesley?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 4**  Pupils will :   * think about why people try to be good; * reflect upon and about John Wesley’s beliefs about whether people can earn God’s love through being good.   *What does it mean to be a good person?*  *What is a good person like?*  *John Wesley believed God helped him to become good – does believing in God help people to become better people?* | Ask pupils for their responses to the question, ‘What can we learn from the life and words of John Wesley about goodness?’  Explain that, in order to answer that question in depth, we first need to think about what it might mean to be a *good person*.  Read the story of ‘The Three Questions’ by Jon J Muth (based on the story of the same name by Leo Tolstoy), and ask pupils how they would complete the sentence, ‘A good person is …’  Ask pupils to identify the sort of things that a good person might do.  Outline a few different real-life scenarios and ask, ‘What would a good person do in this situation?’ and ‘Why?’  Ask pupils to talk about these situations with a partner. Extend the discussion with the pupils’ own questions and with such questions as: Why do people try to be good? What helps people be good?  Share ideas with the whole class.  Explain that they can get further insights into the key question by exploring some of John Wesley’s ideas about goodness and God.  Give out pre-prepared quotations and statements by John Wesley – Supplementary sheet 7.  Split pupils into groups of four or five and explain the rules of the ‘game’ which is a silent dialogue.  Each of the 5 sheets has a different quotation or belief that John Wesley held about why we should be good, at the top.  Ask pupils to pass the sheet around the group so each member writes on the sheet. The first person writes down what they think the quotation means and whether they agree with it.  The next person writes a comment on the quotation but can also comment on what the previous person has written and so on until the sheet has gone around all the people in the group.  Explain that as a group they need to decide which they thought was the most important quotation from John Wesley – and report on some of the ideas and understanding that people had made. Ask each group to feedback for 2 minutes. | Pupils can:   * talk about what is important to them; * link the things that John Wesley did with what they and other people do today to help us lead good lives; * ask questions about why they behave as they do and question whether a belief in God helps a person to be good or not. | ‘The Three Questions’ by Jon J Muth – see Resources above.  Sample scenarios: ‘You find a £5 note on the pavement. There is no one around. What would be a good thing to do?’ or ‘Your Mum is feeling tired. What would be a good thing to do?’  Supplementary resources 7: Quotations and statements. |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (c) How have the actions and example of people of faith or belief, such as John Wesley, changed our world? (d) How might we change our lives in the light of the qualities demonstrated by individuals such as John Wesley?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 5**  Pupils will:   * formulate what questions they wish to have answered when they go to the New Room in order to best answer the   *Who was John Wesley and why did he build the New Room?* | 5. Recap what pupils have learnt about John Wesley so far and what he tried to do. Ask pupils why they think John Wesley and the early Methodists built the New Room in what is now Broadmead, Bristol, using a ‘Think, Pair, Share’ strategy.  Ask them to work in small groups to decide when they go there what they most want to find out – that will help us answer the key question, ‘How should we live and how can John Wesley inspire us?’ In particular, encourage pupils to consider what they might learn from their visit to the New Room.  Ask each group to write down six questions that they would like to have answered about such things as: the different purposes of the New Room – both at the time of building and today, Wesley’s views on God and human goodness, and how to live a good life and why Wesley is still important for many Christians today. | Pupils can:   * describe the different things John Wesley and the and the first Methodists did to help them to live good lives; * link the things that John Wesley did with what they and other people do today to help us lead good lives; * ask questions about whether a belief in God helps a person to be good or not. | Look at the New Room website for images of the New Room and click on media gallery.  The DVD “Revd Mr John Wesley and the New Room” will give a more detailed insight into what the New Room looks like and what the pupils will see there.  Ensure all are ready to make the visit to the New Room – school visit procedures etc. Share this scheme with the staff at the New Room. |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (b) What values and commitments inspired or were taught by John Wesley? (c) How have the actions and example of people of faith or belief, such as John Wesley, changed our world? (d) How might we change our lives in the light of the qualities demonstrated by individuals such as John Wesley?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 6**  Pupils will:   * visit and explore the New Room in Broadmead; * learn what happened in the New Room in the 18th century; * learn why the New Room was built like it is; * discover how John Wesley used the New Room to help the poor; * learn more about Methodism today.   *How can we use our buildings to do good things?* | Make the visit to John Wesley’s Chapel/The New Room and ensure the inclusion of:   * an introductory talk by the Guide at the New Room; * a time for pupils to explore the New Room in small groups with a quiz sheet; * an opportunity for pupils to ask their prepared and other questions, ensuring that they make notes on the answers! | Pupils:   * remember the story of John Wesley’s life and talk about it; * talk about what was important to John Wesley and what is important to them.; * ask questions about whether a belief in God helps a person to be good or not. | **Key vocabulary:**  Methodists, preachers, societies, John and Charles Wesley. |
| **Key Question: How should we live and how can John Wesley inspire us?** | | | |
| **Supplementary Questions (a) How did John Wesley provide an example of how to live a good life? (b) What values and commitments inspired or were taught by John Wesley? (c) How have the actions and example of people of faith or belief, such as John Wesley, changed our world? (d) How might we change our lives in the light of the qualities demonstrated by individuals such as John Wesley?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 7**  Pupils will:   * reflect on their visit to the New Room by producing a ‘mind map’ of all the activities that went on there since the 18th century; * think about those things that helped the Methodists to live good lives; * talk about the things that help them to live good lives today.   *Why do people want to be good?*  *How do we become good?* | 7. Remind pupils of the key question: How should we live and how can John Wesley inspire us? Remind them also of any answers to the questions they formulated before the visit.  Ask pupils to think about their visit to the New Room, and to contribute to a class ‘mind map’ showing all the different things that happen at the New Room, such as worship, prayer, bible reading, meeting in groups, writing sermons, preachers meeting and talking together, singing hymns, giving money to the poor, teaching children, giving away medicines, collecting clothes for the poor.  Issue Supplementary sheet 8 and ask pupils to number the activities from most important to least important for making a better world. Encourage them to give reasons for the most and least important.  Point out that John Wesley wanted the Methodists to live a good life like Jesus had lived. Ask pupils how they think the things that happened at the New Room might help people to live good lives.  **Final summary activity** – return to the question sheet 1 from lesson 1 and remind pupils of the key question for the unit: *How should we live and how can John Wesley inspire us?*  Ask them to add in any information they have gained. | Pupils:   * describe the different things John Wesley and the and the first Methodists did to help them to live good lives; * link the things that John Wesley did with what they and other people do today to help us lead good lives; * ask questions about whether a belief in God helps a person to be good or not. | **Key vocabulary:**  The New Room, sermons, preaching, Methodists.  Supplementary resources 8: New Room activities. |