



Items/Activities	Do	Don't
God	<p>Do teach that in most Christian faiths, the Godhead is 'Trinitarian' – three in one: Father, Son (Jesus Christ) and Holy Spirit. Some Christian (non-Trinitarian) denominations have different views on the nature of the Godhead. Christians believe in a loving God who is omnipotent, omniscient and eternal.</p> <p>Do teach that Christians communicate with God through prayer, silent meditation, confession, reading The Bible and other Holy Scriptures and worship.</p>	<p>Please don't say 'Holy Ghost' (in place of Holy Spirit) as this might confuse pupils and create an unhelpful connotation.</p>
Creation	<p>Do go outside and let pupils experience and reflect on the world around them.</p> <p>Do teach children that Christians and Jewish people both draw on the accounts of Creation at the beginning of the Bible. These have much in common with accounts of the creation in the Qur'an.</p> <p>Explain that some scientists agree that the timetable of events in the creation story is not inconsistent with the Big Bang theory and scientific ideas about the origin of the Earth.</p>	<p>Don't say 'ALL Christians believe...' Some Christians take the Bible as the literal word of God and believe that the earth was made exactly as written in Genesis (creationists). Other Christians would take an allegorical and scientific approach to the creation story. Christianity is a diverse religion with a spectrum of beliefs.</p>
Fall	<p>Do talk about sin. Pupils need to understand this Christian concept in order to understand salvation. Sin is behaviour that would not be acceptable to God – use examples that children can relate to like stealing, dishonesty, bullying etc. By contrast do emphasise Christian values of love, compassion and forgiveness.</p>	<p>(for older pupils) Don't be afraid to discuss controversial ideas and diverse views about topics such as abortion, euthanasia, sexuality, gambling, drug addiction etc. Ensure that pupils have been well prepared and all views are discussed respectfully and sensitively.</p>



Christianity: Do and Don't



People of God	Do highlight connections between the Abrahamic faiths (Christianity, Judaism and Islam) e.g. one God, creation, prophets, holy scripture, miracles, Jerusalem etc.	Don't use Bible stories to explore themes or topics without revealing their theological significance. . E.g. The story of the Exodus could be used to talk about modern day slavery or the plight of refugees but pupils should also learn about God's nature and power and His covenant (promise) with His chosen people.
Incarnation	Do ensure that pupils understand that for Christians, Jesus is the Son of God, come to live among humans and he is messiah, saviour and Lord.	Don't talk about Jesus' life, experiences and parables without reference to their religious significance.
Gospel	Do use a range of gospel texts to explore why Christians live the way they do and how Christianity contributes to the world. Do teach why the gospel is considered to be 'Good News' for Christians.	Don't forget to contextualise the gospel stories in time, place and culture.
Salvation	Do link Jesus' death and resurrection together as part of the whole Easter story and explain why this provides hope for Christian people. Do explore different interpretations of salvation, atonement and redemption.	Don't talk about the Eucharist without explaining the symbolism of it and how different Churches understand and practice the Eucharist in different ways.
Kingdom of God	Do explain that Christians believe that Jesus is still living. Do give examples of where Christians work to make the 'Kingdom come' here on earth.	Don't visit a Church or Cathedral building without some members of the church present to talk to pupils about their belief and worship as a real and living faith.
Christian Artefacts	Do allow pupils to handle Christian artefacts and demonstrate respectful handling when using as a teaching tool.	Don't lead pupils to believe that all denominations within Christianity use the same artefacts. For example, in Orthodox Christianity icons would be widely used but this



Christianity: Do and Don't



	<p>Do explain the spiritual significance of artefacts and items used for worship e.g. incense rising upwards to symbolise prayers reaching up to God.</p>	<p>would not necessarily be the case in other forms of Christianity.</p>
Visiting a Church	<p>Do ask a member of the clergy or laity if they would be available to guide you and your pupils around the church.</p> <p>Do point out symbols and artefacts in the church and link these with Christian practices.</p> <p>Do explain that churches from different denominations within Christianity will look different but have many common features.</p>	<p>Don't insist pupils are silent. Being respectful with regards to conduct is important but silence is not a requirement.</p> <p>Don't allow boys/male helpers to wear head coverings whilst inside the church. You can check this requirement with the church you are visiting before you go.</p>