

Enquiry: Does belief in the Trinity help Christians make better sense of God as a whole?

Theme: Trinity.

Learning Intention: I can explain what a Christian might learn from Church texts about the Trinity

I can apply this knowledge to the enquiry question

Bridge concept: Aspects of the same person

Resources:

Auberon owl

Slides

Copies of each Creed. The class may be split for Let Me Learn as the teacher decides, so copies will be needed accordingly.

These may be better printed or copied onto A3.

Highlighters – 3 colours per group.

(This lesson could be enhanced by inviting in clergy/ ministers from different denominations to explain what their church's beliefs are in the Trinity).

Key Vocabulary:

aspects

belief

characteristics

consubstantial

Creed

denominations

difference

scholar

source

substance

version



Teaching and Learning

Jigsaw Charter

(Slide 1) Remind children of the Jigsaw Charter (displayed on wall)

Connect our learning

Remind the children that consubstantial means the same thing showing itself in different ways or made from the same substance so many Christians believe that God the Father, God the Son (Jesus) and God the Holy Spirit are consubstantial beings. Jigsaw circle: talk to the person next to you about something you learnt from being a scholar looking at the Bible last week. Pass around Auberon Owl for pairs to share what they remember.

Open my mind

Share learning intention (Slide 2)

Picture of various different churches around the Bible and the words "We believe...." underneath.

Ask the children to think about what the link might be between the pictures and the words.

Ask me this...

Do you understand what consubstantial might mean to a Christian?

How might a Christian form their beliefs from their church and the bible?

Tell me or show me

Auberon would like to ask if any of the children have any idea how the three items on slide 2 are related.

Directly teach that while many Christians might read the Bible, over many hundreds of years, scholars have looked at the Bible and other historical documents to help Christians try to understand how they might choose to live out God's teachings.

After the Bible was first written, (which was not in English), it was translated into many languages so that Christians all over the world could understand its message. One of the languages used was the language that the Romans spoke which was called Latin (it is a little bit like Italian and Spanish today).

Slide 3: Credo = I believe

Creed = summary of beliefs

To summarise what the Bible taught about the Trinity, many churches or denominations made something called a Creed. In Latin, the word Credo means "I believe" so this is where the name "Creed" comes from.

Today you are going to be scholars of Church texts. The three documents we are going to look at are three different creeds which many churches or denominations might choose to use, some of them all the time, some of them only at certain times or for certain services, but they all talk about the Christian belief in the Trinity.

Read the three creeds through together to ensure that the children understand them (**Slides 4-6**)

Explain that there are three different ones. The Nicene Creed and Apostle's Creed are fairly common within Christian churches/denominations and are used quite frequently.

The Athanasian Creed can be used by other churches or denominations, but The Book of Common Prayer, which is usually used by the Church of England, states this creed should be read on "Trinity Sunday" when the church specifically remembers the Trinity. Because this is older language, the children might find it trickier. Explain to the children that "Holy Ghost" is just another way of saying "Holy Spirit".

Pause Point

Have a Pause Point by holding up the owl with wings aloft (and/or by using **Slide 7**)

Invite children to take 3 deep breaths, in through the nose and out through the mouth

Ask: Think about how these are all slightly different yet are describing Christian beliefs in the Trinity. Remember how important diversity might be to different Christians.

Let me learn

Give out the creeds, one per group as decided by the teacher so more than group will be studying the same one.

Ask the children to take 3 highlighters – one for each person of the Trinity.

In their groups go through their creed and highlight in the chosen colour where that person is discussed and what the creed says about them e.g. anything about Jesus in purple.

Then, take the 3 pages in their Jigsaw Journals and add to their notes from last week in their own words.

When they have finished, groups who have studied the same creed can compare their notes. Groups can then share their ideas with the class so that the different creeds can be compared.

What does the text tell you? What aspects or characteristics of God can you find out from it?

Help me reflect

Using the owl, support the children in sitting quietly and take a few breaths to calm and consider their reflection.

I would like you to sit comfortably, close your eyes and take 3 deep breaths.

Think about how diversity allows us to understand how different people may describe the same belief.

Today's Learning sheet (**Slide 8**)

Explain and invite children to complete the 'Today's Learning' self-assessment activity by colouring the appropriate owl. Stick sheet in Jigsaw RE Journal.