

## Key Stage 2

# Dissent, Diversity and Danger in the Christian Church

### LESSONS 5 AND 6: DISSENT AND DANGER

In these final lessons pupils consider a little more about the risks reformers took through four case studies. All reformers took very real risks with their lives and safety. It is only through accident that Luther himself was not burnt at the stake for heresy. This shows the class that reform is not without its dangers, and that with challenge to an established authority comes conflict and sometimes cruelty. This gives pupils a chance to reflect more widely on the fracturing that often comes with change.

In the final lesson pupils will consolidate their learning for this whole unit and draw together the big ideas and key information they have explored. They will create a colourful patchwork record of the unit for display.

### LEARNING OBJECTIVES

#### LESSON 5: DANGEROUS BELIEFS

In this lesson pupils will focus on four separate reformers and their struggles to achieve their vision. The starter activity offers a glimpse into various persecutions by various English kings and queens of various Christian groups. If names and eras of different kings and queens will be confusing, simply state that Christians who worshipped in a different way to the 'official' Church were not well received, and were sometimes persecuted.

Pupils will explore at least one of four case studies of reformers and understand their motivation and reasoning.

**By the end of this lesson pupils will:**

- **know** that reformers took grave risks in sticking to their beliefs
- **understand** at least one reformer's motivation and reasons for pushing for change
- **reflect on** the motivation to take risks for one's belief

## LEARNING ACTIVITIES

### 1: DANGER

#### LESSON CONTENT

- a. To get your pupils thinking, show images on the screen of atmospheric but isolated outdoor scenes, such as moors, fields and marshes (search Google Images for these terms). Ask whether this looks like the sort of place for Christian prayer and worship?

Teach that from 1559 there was only one official Church in England and all other churches were banned. Explain that those Christians who wanted to worship in their own way had to do it in secret in places such as this.

- b. Search Google Images for 'priest holes'. Show some to the children. Ask if they can guess what they are for.

Explain that priest holes were built into houses during periods when soldiers hunted for priests who belonged to banned churches. They were built so these priests could hide in them if soldiers came to search the house.

**Optional:** search Google Images for woodcuts of William Tyndale's execution. Can pupils remember what he did and why he was eventually executed?

- c. Discuss as a class: what did the reformers risk? Why do you think they didn't give up?

#### FURTHER INFORMATION

- a. The Act of Uniformity in 1559 meant that any minister who would not commit to the official Church was thrown out of his church. His followers would meet in isolated places such as this.

- b. Some of these priests were caught, tortured and burnt alive. You may or may not want to share this with pupils.

Tyndale translated the Bible into English in the early 1500s.

You may want to avoid this topic if too upsetting.

## 2: DISSENT

### LESSON CONTENT

- a. Move pupils into groups. The class will explore the four case studies of reformers who took risks on pp. 7–8. Either give one member of a group a case study each or one case study to a group of three. Give time for pupils to read their case studies.
- b. Hand out the character postcards on p. 9 to groups or individuals. Ask them to complete written questions about the person in their case study.
- c. On the other side of the character card, ask pupils to create an image, before folding and sticking the card into a postcard. Images could be sketched or collaged. They should represent the information given.

### FURTHER INFORMATION

- c. Postcards will have written notes on one side and an image on the other.

## 3: DANGEROUS BELIEFS

### LESSON CONTENT

- a. Send one or two envoys from one group to another group with their finished postcard. In this way mix up the whole class. Ask envoys to teach the new group about their person, and explain what the image on their postcard means. Move envoys to another group if you have time.
- b. Come back together as a class and ask for examples of sacrifice, courage and determination pupils have learnt about. Listen to several answers.
- c. Give groups a minute to discuss the question: does change always bring conflict? Discuss ideas as a class.

### FURTHER INFORMATION

## LEARNING OBJECTIVES

### LESSON 6: HOW DID CHRISTIANITY CHANGE?

In this final KS2 lesson pupils will have the opportunity to go back over the previous lessons in this unit to consider the idea of change in religion. This is a slice of European Christian history, but it is a valuable wider learning opportunity: things change. Human societies change; what is acceptable now might have been unheard of 100 years ago, what we know to be true now, our descendants in the future might laugh at.

These lessons give pupils an insight into how one particular set of changes was put into place, leading to the creation of a new Church and many smaller churches. This reflective task enables pupils to gain a sense of the world in its complexity, and to realise that Christianity is tied up with politics, geography and all sorts of unique individuals trying to do their best, as well as beliefs about God.

**By the end of this lesson pupils will:**

- **recap** key words and people studied
- **understand** that a lot of different people in different countries contributed to change in Christianity
- **reflect on** ‘big ideas’ such as change, courage, risk, tradition and conflict

## LEARNING ACTIVITIES

### 1: KEY WORDS

#### LESSON CONTENT

- a. To recap key words and definitions explored this unit, ask pupils to complete the crossword found on p. 10. They can do this in groups or individually.
- b. To further cement the key words in pupils' minds, play a quick game of bingo. Ask pupils to sketch a board, three squares across and two squares down, and ask them to write any of the keywords from the crossword in the squares.

Call out words, the first pupil to cross out all their words can shout 'bingo!'

**Extension:** read out the definitions and pupils must identify the correct word before crossing it out.

#### FURTHER INFORMATION

- a. Allow pupils to use their notes from previous lessons – this is a recap, not a test.
- b. These words can be used: Luther, excommunication, indulgences, purgatory, Congregational Church, Tyndale, Wycliffe, George Fox, priesthood of believers, German Bible, Thomas Helwys, Anabaptists, Protestant Church, Quakers, English Bible.

### 2: BIG IDEAS

#### LESSON CONTENT

- a. To recap the big ideas you have explored, write the words below on sheets of A3 paper. Place on the floor and gather pupils around the edges. Ask pupils to volunteer to stand on a sheet if they can give an example of this big idea. To prompt, ask the class for examples of a person who exhibited these capacities, or what one of the reformers was trying to achieve:

- standing up for beliefs
- sticking with tradition
- conflict
- connection to God
- making changes
- the Bible

#### FURTHER INFORMATION

- a. Again, pupils may wish to refer to their notes.

### 3: REFORMATION PATCHWORK

#### LESSON CONTENT

- a. For the remainder of the lesson pupils will work in groups. Set up the activity so each group has identified ONE big idea, THREE keywords and ONE key person or event.

Decide in advance how big you want the class patchwork to be. Divide paper into equal rectangles or squares for individual groups.

- b. Print in advance images from the internet of the people, places, artefacts, etc. for pupils to use.
- c. Each group creates one square of a patchwork representing their key words, people, events and ideas.

**Extension:** groups who work more quickly could create two squares each, but they should plan for this from the outset.

- d. Once squares are complete, collate into a patchwork record of this unit for display.

Decide as a class what the title of the whole patchwork should be.

#### FURTHER INFORMATION

- a. A suggestion: if each group works on A5-size paper, eight groups will create a patchwork covering two sheets of A3, and twelve groups will create a patchwork covering three sheets of A3.
- b. Such as Luther, Tyndale, Wycliffe, medieval German and English Bible translations, Catholic and Protestant churches, etc.

# Case Studies

## George Fox

George Fox (1624–91) is famous for founding the Christian group called the Quakers, or the Society of Friends, to give it its official title.

Fox was a very religious young man. By the age of 19 he was arguing that his local priests were not godly men because they enjoyed too much luxury and fine living.

Fox argued that becoming a priest clearly did not make someone better than ordinary people.

Fox travelled the country preaching his ideas and was often in trouble with the religious authorities.

For example he argued that women had souls, which most priests denied. He was to permit women to teach in the church he founded, which was almost unheard of. Fox was searching for a deep, intense, inner connection with God. He stated that all Church rituals and traditions could be abandoned in order for people to focus on a connection with God. He argued that God was with people, anywhere they were and that all people were fit for God.

Sometimes he was whipped, beaten and driven out of towns and villages. He was imprisoned several times. However the church he founded exists to this day.

## Congregationalist Church

In 1559 one ‘official’ Church was imposed upon everyone in England. Anyone who did not use the official prayer book or attend church every Sunday would be fined.

Some ministers rejected this. They set up a church called the Congregationalist Church, where each individual church was allowed to be independent. Each was seen as a ‘body of Christ’; able to make their own decisions.

The Congregationalist Church wished to bring people into direct contact with God. They argued that individual ministers working with a community were best placed to decide what prayers, Bible readings and discussions would be best for their flock.

By 1590 they had to meet in secret or risk being thrown out of England. In 1662 any priest who refused to accept the official Church would have to leave his ministry. 400 Congregationalist ministers left their churches instead of accepting this pressure and continued to lead worship in secret, wherever they could.

## Case Studies

### Anabaptists

This group formed in the 1520s in Germany. They agreed with Luther that every Christian needed to understand the Bible for themselves. They could not find baptism of children described in the Bible, and so refused to baptise their children.

Other Christian groups thought they were very wrong to risk not baptising children. Anabaptists argued that Christians should be baptised as adults or teenagers when they were ready to accept the commitment to Jesus. No one can attain salvation without a deliberate commitment to following Jesus' teaching.

They also refused to accept the authority of the king and law courts, arguing that only God has authority.

They were rejected by almost all other churches, including Luther's, and were treated badly all over Europe. Some were even executed because they would not give up their beliefs.

### Thomas Helwys

Thomas Helwys had already left the official Church when in 1612 he wrote a book that got him into trouble. In this book he argued that the king or queen had no right to tell people how to worship or what church they should choose.

This was a direct attack on the monarchy because in England the king or queen is also the head of the official Church.

Helwys argued that the king is only king on Earth, but God is king in heaven. Therefore the king only had control over earthly matters while God had control of heavenly matters. Therefore every Christian could choose for themselves how they worship God.

Helwys was thrown into Newgate prison in London where he died.



# Character Postcards

**Back page – complete these notes:**

Name:

When did they live and work?

Why did they argue with the king and official Church?

What risks did they take?

What is bravest about what they did?

Three words to help you remember what you have learnt and talked about:

Suggest three images that could sum up what you have learnt and talked about:

**Front page – make a postcard (including three words and three images)**

**Down**

- 1. A church free from all official control (17)
- 2. A place between heaven and hell where souls wait (9)
- 3. ‘A priesthood of - - - - -’; the idea that all Christian believers can teach about God (9)
- 6. He translated the Bible into English in the early 1500s (7)
- 11. He translated the Bible into English in the late 1300s (8)

**Across**

- 4. When someone is thrown out of the church (15)
- 5. They refused to baptise babies because it is not in the Bible (11)
- 7. Giving money to the church to spend less time in purgatory (11)
- 8. Luther translated the Bible into this language (6)
- 9. The name of the new church founded by Luther (10)
- 10. Thomas - - - - -; he was imprisoned for stating that the king had no authority over peoples’ souls (6)
- 12. Martin - - - - -; his protest started the Protestant church (6)
- 13. George - - -; he founded the church known as the Quakers (3)

