<table>
<thead>
<tr>
<th>Andy, 12, asks: Where is God when you need him? You can’t afford to hope in something that might not exist.”</th>
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<tr>
<td>Andy, 12, asks: Where was God when the trigger was pulled?”</td>
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<td>War and Peace How did the 1914-18 war challenge Christian theology and ethics? How can Christians respond to these challenges?</td>
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<td>AGE GROUP: 11-14</td>
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<td>RE Planning: Investigations</td>
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<td>Non-statutory exemplification</td>
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<td>The Diocese of West Yorkshire and the Dales</td>
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How did the 1914-18 war challenge Christian theology and ethics? How can Christians respond to these challenges?

**AGE GROUP: 11-14s**

**About this unit:**
This special planned unit of RE gives teachers lots of learning ideas, ready to use, to enable students to explore theological, spiritual and ethical questions in relation to the Great War / First World War. It provides challenging resources, stories and particularly activities which raise questions about conflict war and peace for students to think about for themselves. Linking history, philosophy, theology and spiritual reflection, the plan uses ideas from the Bible and Christian theology to prompt reflective thinking on the themes of conflict and peace. Students will be encouraged to question and respond to the questions, issues and texts they study in both reasoned thinking and creative imagination. The RE work is closely linked to work in History, English and the arts. There is a focus on learners’ own ideas about peace and conflict, and on the practice of peace making. Most of the work relates to the Christian religion, but there are some examples from others faiths too.

**RE Aims**
- To know about and understand some aspects of First World War history that raise challenges in Christianity, and develop their own analysis of these issues
- To express ideas and insights into profound questions about meaning and purpose in human life in relation to beliefs and ideas about God, suffering, peace and conflict, beginning to use philosophical and theological reasoning
- To gain and deploy skills: giving reasons for opinions, making sense of ideas from religious sources, developing insight, imagination, philosophical and theological insight.

**Where this unit fits in:**
We hope these units will be used annually from 2014-2018. Church schools in the Diocese of West Yorkshire and the Dales are the first users, and this explains the concentration on Christian scripture, but any school is welcome to use this work.
This unit will help teachers to build high quality RE by providing them with well worked examples of RE learning from the First World War. Students will be enabled to explore examples of responses to the war, and learn to analyse questions in increasing depth. They will be encouraged to explore, develop, test and justify their own ideas and attitudes towards peace and conflict.

**Estimated teaching time for this unit: 8 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 8 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than rushing to cover everything.

**Developing attitudes in RE.** Students will explore attitudes of:
- **Self awareness** by becoming increasingly aware of the challenges to humanity of warfare and the Christianity in particular: why does God allow war?
- **Respect for all** by developing a willingness to learn from different sources about key questions raised by the First World War;
- **Open mindedness** by engaging in debate, controversy and argument about issues of peace and conflict;
- **Appreciation and wonder** by being challenged to respond insightfully and profoundly to moving stories from the First World War and to think about connections between theology, philosophy and history.
<table>
<thead>
<tr>
<th>Vocabulary + concepts</th>
<th>Resources: examples include these.</th>
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<tr>
<td>In this unit, students will have an opportunity to use words and phrases related to:</td>
<td><strong>The British Postal Museum &amp; Archive</strong> have developed <em>Last Post: The Postal Service in the First World War</em> a set of brand new resources sponsored by Royal Mail Group Ltd. where war-time characters guide pupils through topics such as the importance of female postal workers on the home front to the role of the telegram messenger boys tasked with delivering news of the fallen. Real archival documents, photographs, maps and museum objects reveal how mail was sent to soldiers, the sacrifices made by the Post Office Rifles regiment who fought on the Front Line. Another highlight is the cross-curricular activities including how to make a Morse code transmitter and how to send a secret message by pigeon post. (<a href="http://www.postalheritage.org.uk/fwwlearning">www.postalheritage.org.uk/fwwlearning</a>)</td>
</tr>
<tr>
<td>Heroism Conflict and Peace Pacifism Bible Courage, bravery, valour Conscience Peace making Theology Philosophy Spirituality</td>
<td><strong>IWM (Imperial War Museums)</strong> has produced a series of digital teaching resources for teachers around the world. These high quality resources consist of highlights from IWM’s collections. Resources available to date cover topics such as Recruitment and Conscription, Living in the Trenches and Remembrance. (<a href="http://www.iwm.org.uk/learning/resources/first-world-war">www.iwm.org.uk/learning/resources/first-world-war</a>)</td>
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<td><strong>Historic Newspapers</strong> have created a dedicated First World War newspaper book to teach children about the First World War which can be used to discuss the changing nature of conflict, cooperation between countries, the shift of alliances and the lasting impact of the war on social and political issues. (<a href="http://www.historic-newspapers.co.uk/info/teaching-history-resources/">www.historic-newspapers.co.uk/info/teaching-history-resources/</a>)</td>
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<td><strong>Siegfried Sassoon’s First World War diaries</strong> - some bearing traces of mud from the Somme - are among 4,100 pages from his personal archive being made freely available online by <a href="http://cudl.lib.cam.ac.uk/collections/sassoon">Cambridge University Library</a>. The journals give a fascinating insight into daily life in the trenches along with Sassoon poetic descriptions of battle (<a href="http://cudl.lib.cam.ac.uk/collections/sassoon">cudl.lib.cam.ac.uk/collections/sassoon</a>).</td>
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<td><strong>Illustrated First World War</strong>, have produced a unique free new resource funded by the Heritage Lottery Fund, where for the first time, students, historians and members of the public can read eight major publications from the First World War, including The Illustrated London News, The Tatler and The Graphic. As the project develops a total of 70,000 fully searchable pages will be made available along with teaching resources. (<a href="http://www.illustratedfirstworldwar.com/">www.illustratedfirstworldwar.com/</a>)</td>
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<td></td>
<td><strong>Choices Then and Now</strong>, an integrated First World War project from the Peace Museum in Bradford, comprises workshops for children and young people and offers training to teachers and young adults asking them to considering the choices available to and made by people in response to key events and ‘days that changed the world’. (<a href="http://www.parliament.uk/ww1">www.parliament.uk/ww1</a>)</td>
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<td><strong>The Hampshire and Wight Trust for Maritime Archaeology (HWTMA)</strong> have developed a teaching resource for use by schools and groups to discover more about the ship wrecks from the First World War. These resources start with a freely accessible ‘virtual dive’ of a wreck that lies south of the Isle of Wight (<a href="http://hwtma.org.uk/mapguide/a2s_mystery_wreck/main.php">hwtma.org.uk/mapguide/a2s_mystery_wreck/main.php</a>).</td>
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<td></td>
<td><strong>HOPE resources</strong> <a href="http://www.historicnewspapers.co.uk/info/teaching-history-resources/">free 16-page guide for local churches commemorating the centenary</a> replica of a 1914 John’s Gospel to give away from SGM Lifewords Greater Love DVD pack from CVM to use at commemorative events timeline and teaching resources to use in schools from YFC <strong>Hear My Cry</strong> - an illustrated collection of Psalms, poetry, prayers and hymns for individual and community reflection from Bible Society <strong>For Christmas 2014, HOPE is preparing Silent Night carol service resources</strong> with a specially-written version of Silent Night. <strong>Church of England in World War One</strong> <a href="http://www.parliament.uk/ww1">Remembering World War 1</a> is a personal paper from Jim Currin at Churches Together in England written to aid discussion, prayer and planning for local groups of churches <strong>CTE Remembering World War 1</strong> <a href="http://www.historicnewspapers.co.uk/info/teaching-history-resources/">www.historicnewspapers.co.uk/info/teaching-history-resources/</a></td>
</tr>
</tbody>
</table>
The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: [http://www.bbc.co.uk/learningzone/clips](http://www.bbc.co.uk/learningzone/clips)

The BBC also offers lots of information and material on its main religion site: [www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)

The best gateway for RE sites is: [www.reonline.org.uk/ks1](http://www.reonline.org.uk/ks1)

You can find and use searchable sacred texts from many religions at: [www.ishwar.com](http://www.ishwar.com)

Good quality information and learning ideas on Christianity: [www.request.org.uk/infants/](http://www.request.org.uk/infants/)

There is some more TV material at: [www.channel4.com/learning](http://www.channel4.com/learning)

The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: [www.cleo.net.uk](http://www.cleo.net.uk)

The websites of REToday and NATRE are useful places for students and teachers to see examples of work, [www.retoday.org.uk](http://www.retoday.org.uk) and [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts)

The National Association of Teachers of RE (NATRE) has two excellent web starting points for these issues: [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts) enables students to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.

Online searchable sacred texts from different religions at: [www.ishwar.com](http://www.ishwar.com)

Try [www.reonline.org.uk](http://www.reonline.org.uk) for a good general gateway to RE materials.

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**Contributions to spiritual, moral, social and cultural development of students:**

- **Opportunities for spiritual development** come from thinking about ideas such as self sacrifice, duty, love and honour, and from considering interpretations of scripture and theological ideas.

- **Opportunities for moral development** come from considering the values and virtues shown in heroic stories from the Great War, and in considering ethical and moral questions arising from the Great War.

- **Opportunities for social development** come from clarifying their own ideas and arguments about social issues in relation to war and peace

- **Opportunities for cultural development** come from thinking through issues about what it means to belong to a nation and to belong to one world, and the duties or obligations which may follow.
### Standards: At the end of this unit—

<table>
<thead>
<tr>
<th>Some students will be working at level 3 will be able to:</th>
<th>Most pupil working at level 4 will be able to: Use a widening religious vocabulary to show that they understand the complexity of moral questions in relation to the Great War (AT1). Using the vocabulary learned in RE, to show their understanding of concepts like Pacifist, self-sacrifice, devotion and conviction (AT1). Apply ideas from their learning to express ideas of their own about the issues raised, discussing and considering different views (AT2).</th>
<th>Many students working at level 5 will be able to: Explain the impact of some thinking about God to the Great War (AT1) Explain some similarities and differences between ways in which Christians responded to the Great War (AT1) Explain some ways in which scripture influenced people in the Great War (AT2) Express reasoned, thoughtful views about conflict, war and peace (AT2) Use accurately and thoughtfully the language of spirituality and morality to explain their responses to questions about conflict, war and peace (AT2)</th>
<th>Some high achieving students working at level 6 will be able to: Interpreting events, texts and perspectives for themselves (AT1) Analyse questions about the morality of war using reasoned arguments (AT1) Express insights of their own into the dilemmas, ethics and theology of the war and the issues it raises for us today (AT2) Develop their own arguments and reasons for the opinions they hold about theological and spiritual questions raised by the Great War (AT2).</th>
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<tr>
<td>Describe examples of heroic action and examples of the evil effects of war (AT1) Describe examples of the teaching of the Bible in relation to issues of war and peace (AT1) Use religious or spiritual vocabulary such as ‘peacemaker’ ‘sacrifice’ and ‘commitment’ to explore the stories they study (AT1). Make links between their own ideas and ideas about conflict, war and peace in the examples they study (AT2).</td>
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### Assessment suggestion:

Assessment for learning is most important in RE. While a formal assessment of each students’ level is neither required nor desirable for every RE unit, teachers can assess this work by setting a learning task towards the end of the unit. The task on the last page, the final lesson, aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

Possible tasks (elaborated on the final page of the unit)

Ask students to choose:

- either write up 6 paragraphs, with reasons and examples, on why and how WW1 should be remembered 100 years later,
- or do a creative design of an act of Remembrance (music, art, ritual, prayers or meditations, community setting, guest list, menu?), suitable for your town on 11th November 2018, 100 years after the end of the war.

G&T: To extend this work, ask your higher achieving students to tackle some of the tasks using the skills of level 7, typically to analyse, to use the different disciplines of RE (historical, philosophical, theological), showing high levels of critical awareness and profound engagement with the issues. Differentiation by task, so that high achieving students ‘jump’ to the harder task, not doing the simpler ones, is recommended.
## What do we know about the Great War, 1914-1918? What religious and spiritual questions arise from the study of the War?

### Students will:

- Identify and clarify their prior learning about the Great War.
- Raise and consider some RE questions raised by the Great War.

### What do we know already? What do we want to ask?

This is a three stage approach to gathering information from students. As the Great War features quite prominently in the media during the period of 2014-2018, you can expect some students in an 11-14 class to have picked up ideas and information. Take 6 large pieces of paper, and write in a cloud in the centre of each one these questions:

- What were the main events of the Great War from 1914-1918, 100 years ago?
- What would you like to know about the First World War?
- Lines of soldiers from different countries fought each other from trenches, sometimes only a short distance apart. What was it like in the trenches? Guesses welcome.
- Why do wars happen? Whose fault was WW1?
- If God was watching the First World War, what might God think of it all?
- What would you like to ask God about war and peace?
- “Given the suffering of the Great War, it is unreasonable to believe in a loving God full of power.” What do you think?

### Comment, circle, star

- Place these pieces of paper on tables around the class, and ask students to spend a couple of minutes at each table thinking of questions or comments to write.
- Every couple of minutes ask them to choose to stay and write more where they are, or to go on to another sheet and add more questions or comments.
- After three or four moves, tell them that if they want to comment on what someone else has said - e.g. to raise another question, answer a question or make a comment - then they can circle the comment, and draw a line to their own comment from it.
- The third stage asks students to draw stars next to the best contributions other children have made - ask them to do 7 stars for the ‘star comments’ or ‘star questions’. It makes them read and evaluate the comments of others.
- The sheets are to be saved for later reference, but when all students have had a chance to record their ideas and questions, review them round the class. Taking pictures for the whiteboard may be a good way to see them. Ask students what comments and questions they thought were really good. Pick out those which connect with the themes and learning coming up in this unit of work.
- Ask students if this was an RE lesson or a history lesson. The correct answer is a bit of both! Ask them to notice the RE parts of the lesson in particular: those where we ask big questions to do with God and humanity, and try to understand deep thoughts about war and peace. Which questions are historical and which are spiritual?
- Tell students they will learn lots more, and think about big questions, during this unit of work. Ask them to find out what ‘philosophy’ is for next lesson!

### Learning outcomes

- Describe what they know about the War (L3)
- Make links between history and ideas about God for themselves (L3)
- Understand that some questions about the War are historical and others are spiritual or religious (L4)
- Give reasons for selecting the most important questions, and suggest a range of answers from varied viewpoints(L5)

### Points to note

- Teachers are often surprised at the results of this activity: expect some deep questions and some of your students to know much more be than they have previously shown you.
- Decent felt pens used in this activity make answers easier to see and share.

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**This example of a question raising session led to students asking:**

- ‘Why are there wars?’
- ‘How are we meant to help people and be good people? Why do we sin? Is my great granddad in heaven?’
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Teaching and learning: practical activities</th>
<th>Learning outcomes</th>
<th>Points to note</th>
</tr>
</thead>
</table>
| **What can we learn from the story of Dr Noel Chavasse? In what ways was he a good follower of Jesus?** | Students will: Explore the story of Dr Noel Chavasse, a wholehearted Christian who worked on the frontline as a doctor for three years in the Great War. Make connections between Dr Noel’s Christian faith and his actions as a soldier-doctor, analysing his way of following Jesus. Develop their own interpretations of how Christian scripture can be a guide for life, considering ways in which Noel was a good follower of Jesus. | Dr Noel: A true hero? A good Christian?  
- **Sequence a story:** Cut up the page that tells Dr Noel’s story into 8 and give each group of three students the eight pieces of the story. Task one is to put them in the right order. Read the story aloud with the students. It doesn’t matter if they put the Bible quotation at the start or the end of the sequence. Ask for any questions, comments or deep thoughts about the story.  
- **What is the VC?** Ask students (this could be homework) to find out about the VC. What is it like? How many have been given? Why does it say ‘For Valour’ on the medal? Who deserves one of these medals? It is given to heroes. What makes a hero? Can the class list some criteria? Do they consider that Dr Noel was a hero? Would their view changed if we knew whether or not he killed German soldiers?  
- **Apply the Bible.** Read the 14 pieces of Christian advice from Saint Paul with the class, and ask them in their threes to connect up as many of these as they can to something Dr Noel did. A good way to present this is to give them the 14 ideas on separate strips of paper, and ask them to stick them onto their story cards, and write the reason for the connection alongside. Ask students to write two paragraphs, titled ‘He was a good Christian’ ‘He was a good soldier’ - are they the same?  
- **Was he like Jesus?** Can students make a list of 7 ways Dr Noel was like Jesus? A good Christian tries to follow Jesus by being like him - did Dr Noel do this? How? Again, would it make a difference if he did, or did not kill Germans?  
- **Design a memorial.** Imagine the Liverpool Church Dr Noel came from, in the centenary of the Great War, to make a memorial for the life and sacrifice of Dr Noel. Ask your teams of three to submit designs. What would they suggest? A stained glass window? A statue? A sculpture? Ask them: Would your design include symbols for the Olympics, medical work, carrying stretchers in No Man’s Land? How will you use the Bible quotes? How will you show his heroism? Write 200 words to explain why your design is excellent.  
- Give time and artistic resources for them to develop and clarify their best ideas, then get each group to present their idea to the rest of the class in 90 seconds. Pictures for the whiteboard will help a lot. Which ones do the class think have great ideas in them? | Describe 4 ways in which Dr Noel lived out his Christian faith as a soldier doctor, and make links between Bible verses and Dr Noel’s life (L3)  
Apply ideas like self sacrifice, love, compassion, patriotism and solidarity for themselves to the story (L4)  
Give reasons why Dr Noel is seen as an exceptional hero, and was awarded the VC and Bar (L5)  
Express ideas about an excellent memorial for Dr Noel showing deep engagement with his heroic life (L5). Interpret and analyse the life of Dr Noel in the light of Christian ethical teaching (L6) |

This statue of Noel Chavasse, VC and Bar, can be seen in Liverpool.
### Learning Objectives

**What is a pacifist? How did some Christians contribute to the war without using guns?**

**Students will:**

- Examine ideas about pacifism and patriotism from the Great War, including investigating someone who refused to fight or carry weapons.

- Develop arguments about the ideas of pacifists who refused to bear arms because of their conscience or their religion.

- Consider whether patriotism demanded young men sign up to fight, or whether a pacifist could be a patriot.

- Think about their own ideas about whether it is right to fight and kill in a war.

### Teaching and learning: practical activities

**What can we learn from the story of Owen Thomas? Were pacifists unpatriotic?**

- **To fight or not to fight?** Ask students to read the story of Owen Thomas. There are several points where a question in the text can lead to a discussion. At the end ask the students to discuss the choices he made: to be a follower of Jesus, not to volunteer to join the army, to join the NCC rather than go to prison. What do they agree with about his choices and why? What do they disagree with and why? Ask them to write a short speech: what would Owen have said to the Military Board, when he explained his reasons for refusing to fight?

- **Bible and War:** Remind students that Owen wanted to follow Jesus’ teaching ‘Love your enemies and do good to those who hate you.’ One of the Ten Commandments says ‘You shall not kill.’ But there are also lots of stories in the Bible where people do fight and kill, and God is not said to be against them. Was Owen a good follower of the teaching of the Bible? What difference did his religion make to his life? Some Christians fought in the armed forces of course: were they wrong, or unchristian to do so?

- **Unpatriotic? Cowards?** Why is it wrong to say that the men in NCC were cowards? Can you find four pieces of evidence against this in the story? Were they unpatriotic, not loving their country as much as their religion perhaps?

- **Preacher man:** Owen became a preacher when he survived the war and came home. Imagine him preaching at his church one day when the Bible reading comes from 2 Corinthians 13: 5-11, where Saint Paul teaches Christian people: “Put yourselves to the test and judge yourselves to find out whether you are living in faith... We pray to God that you will do no wrong... We also pray that you will become perfect... Try to be perfect. Listen to my advice. Agree with one another. Live in peace, and the God of love and peace will be with you.”

- **Fill in the bubble.** Ask students to use the framework on the next page to write what you think Owen might say in his sermon. Try to refer to both the Bible and his story in the words you make up. Present reasons and arguments for the views you describe. Some might be performed!

### Learning outcomes

- Describe why being in the NCC might be dangerous, and might be a choice some Christians made despite the danger (L3)

- Apply ideas from the Bible to the dilemmas Owen Thomas faced (L4)

- Give reasons for their own ideas about pacifism and fighting: would they have made the same or different choices to Owen and why? (L5)

- Argue reasonably for their own point of view about the issue of 'pacifism versus patriotism' (L6)

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**Points to note**

- This is a true story. The NCC was not large, with 1916 being the largest recruitment of the war, but the story is worth telling alongside the life of Dr Noel above.

- This picture of Owen Thomas as a teenager is over 100 years old.
Today in my sermon I want to tell you what Saint Paul meant when he wrote these words in the Bible: “Put yourselves to the test and judge yourselves to find out whether you are living in faith... We pray to God that you will do no wrong... We also pray that you will become perfect... Try to be perfect. Listen to my advice. Agree with one another. Live in peace, and the God of love and peace will be with you.”
**Learning Objectives**

- How were the members of the Non Combatant Corps perceived? Can a patriot refuse to serve in the armed forces?

**Teaching and learning: practical activities**

- Sketch some insults
  - Begin by telling the class that the Non Combatant Corps they found out about through the story of Owen Thomas was not liked much by some serving soldiers, and mickey taking was common. Two key lines of attack were that the NCC were cowards, and they did not love their country. Ask students in twos to spend just 4 minutes coming up with a cartoon to attack those who refused to fight.
  - **Explore the NCC ‘Coat of Arms.’** Show (whiteboard?) the illustration on the right, and ask pupils to decode it.
  - Why were NCC members seen as rabbits and maggots? What is the symbolism of the lemonade, pillow and baby’s bottle? The quotation is from Shakespeare. Insults, fair attacks, or home truths - what is your view?
  - Ask pupils to consider the moral arguments below, and add lots of reasons to them. Run a debate.

<table>
<thead>
<tr>
<th>For the NCC</th>
<th>Against the NCC</th>
</tr>
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<tbody>
<tr>
<td>Refusing to kill others is good because...</td>
<td>In a war, following orders is good because...</td>
</tr>
<tr>
<td>Good Christians cannot plan to kill others because...</td>
<td>Good Christians should do as their government asks them to because...</td>
</tr>
<tr>
<td>More NCC men died than average - they were brave, so...</td>
<td>Avoiding fighting was cowardly because...</td>
</tr>
<tr>
<td>Loving God matters more than loving your country because...</td>
<td>Serving your country is an unselfish thing to do because...</td>
</tr>
<tr>
<td>I may die for my country, but I will not kill for it because...</td>
<td>It is noble to be willing to die for your country because...</td>
</tr>
</tbody>
</table>

- Ask the class to design a more positive coat of arms for the NCC, and explain it. What symbols could they use? Stretcher? Medicine bottle? Free hands to help (carrying no guns)? Who in the class would refuse to kill in a war today, and why?

**Learning outcomes**

- Show that I understand the conflict between members of NCC and regular soldiers as a moral conflict (L4)
- Explain the reasons why NCC members took pride in their service (L5)
- Interpret Christian teaching in two different ways, showing insights into both sides of the argument (L6)

**Points to note**

- This satirical coat of arms is a great teaching resource - one other way to use it is to give it to students as a visual stimulus before starting this work and ask them to work out what it is all about.
### Learning Objectives

**This is a lesson about theology, using poetry.**

Students will:

- Articulate theological questions about the Great War
- Consider how Christians respond to the charge that there cannot be a great God full of love in this world of evil.
- Express creatively and reasonably their own responses to the charge that God cannot be loving and powerful in the light of the Great War and all its suffering.

### Teaching and learning: practical activities

**Where was God in the war?**

- Ask students to formulate some questions for God (imagined if not believed in) arising from the Great War: why did God let it happen? Why did God not stop it, or step in to help the innocent? What are the best questions? Get pairs to do five each, select their best two, and agree around the class on the best ten.
- Teach students the term ‘theodicy’ – defending God against the problem of evil. Edward Shillito provides a kind of theodicy in a poem. Read the poem with the class, and ask them to consider why a wounded God, a crucified God, like the Christian God might be comforting or helpful to the soldiers in the trenches. Can they come up with 4 or more reasons?
- Ask students to get ready to write an argument or a poem of their own, responding to the question: where was God at the battle of the Somme?
- Use some materials from the art galleries at [www.natre.org.uk/spiritedarts](http://www.natre.org.uk/spiritedarts) to get students to explore some ideas from other students on the question ‘Where is God?’ They might select and copy and paste four art works, two which are ‘anti-God’ and two which are ‘pro-God’ and give their reactions and comments on them all.
- Insight in response: can students create poem or argument to respond to the problem of evil raised by the sufferings of people in the Great War? Share the work around the class, and create a display or a class book.
- Is a wounded God more use, when we are wounded? Or do we need God to be strong?

### Learning outcomes

- Make connections between (L3)
- Understand some connections between theology and WW1 poem (L4)
- Explain Edward Shillito’s theodicy (L5)
- Express their own insights into questions about God and suffering using theological and philosophical concepts (L6)

### Points to note

- Poetry and theology can go well together. Ask students to study some of the other great war poets, perhaps in English. Many have a theological dimension.

**Edward Shillito (1872-1948) lived through the horrors of the Great War and published this poem in its wake, in 1919.**

“Jesus of the Scars” by Edward Shillito (slightly modernised)

If we have never sought, we seek you now;
Your eyes burn through the dark, our only stars;
We must have sight of thorn-marks on your brow,
We must have you, O Jesus of the Scars.

The heavens frighten us; they are too calm;
In all the universe we have no place.
Our wounds are hurting us; where is the balm?
Lord Jesus, by your Scars, we claim your grace.

If, when the doors are shut, then you draw near,
Only reveal your hands, your wounded side;
We know today what wounds are, have no fear,
Show us your Scars, we know the countersign.

The other gods were strong; but you were weak;
They rode, but you did stumble to a throne;
But to our wounds only God’s wounds can speak,
And not a god has wounds, but you alone.
### Learning Objectives

**What about natural disasters? Can the universe reveal God? Can we find God in suffering?**

**Learning outcomes**

- This question is the major reason why many 11-16s cease to believe in God in the UK today. Addressing the issues around the question is essential for school RE. These hard and complex ideas are always easier to work with when incorporated into real life story and experience, e.g. in BBC’s RE Curriculum Bites (BBC, 2003) and BBC’s ‘A Question of Faith: Suffering (2013)

**Points to note**

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<thead>
<tr>
<th>What about natural disasters? Can the universe reveal God? Can we find God in suffering?</th>
<th>If God is good and great, how can there be so much pain in the world?</th>
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<tr>
<td><strong>This is a philosophical lesson</strong></td>
<td><strong>Teaching and learning: practical activities</strong></td>
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<td><strong>Students will:</strong> Think carefully about the argument that God cannot be full of love and have all powers if the world is like this - full of suffering.</td>
<td>Use newspaper headlines to identify and classify some of the evil and painful phenomena in the world today. Who’s responsible for this suffering? Is it God?</td>
<td>Explain the arguments atheists use to say that God cannot exist, or be both loving and powerful. (L5) Explain why some Christians find these arguments forceful, but still believe in God. (L5) Explain some ways Christians understand the origins of the universe and the presence of God in it. (L5) Give their own views on questions of origins, supporting them with reasons, experiences or reference to sacred writings. (L5) Interpret insightfully some ideas that Jesus is a suffering God, found in some Christian traditions (L6)</td>
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<td>Look at how some Christians respond to the challenges of suffering: by arguing, by working to change the world, by prayer, by practicing virtues of patience and faithfulness.</td>
<td><strong>Where is God?</strong> In this slate-grey 3-D corridor a hunched red plasticine figure sits. Meredith (12) expresses an experience. “There was a man who suffered every day and every night. His sadness radiated from him and his anger burned like fire. He sat in the dark at the end of the corridor. He asked ‘is there a God? If there is, why does he let me suffer?’ No answer came, only silence. He curled up and cried.” What do students think of this image and these ideas?</td>
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<td>Examine arguments about why some people hold that a loving powerful God cannot exist in a world of suffering like ours: teach these arguments to deepen students’ understanding, reflection and awareness of philosophical issues.</td>
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<td>Role-play a debate on this topic, in which examples are provided for pupils to use to construct a speech. Having a group of gifted pupils tackle the task (with teacher support) and make a presentation to the rest of the class. Emphasis on speaking and listening, critical-thinking skills.</td>
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<td><strong>Is this the best possible world? Can we find God within suffering?</strong></td>
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<td>Use texts, resources and ideas from the physics side of the science curriculum (See KS3 science SOW) and taking note of, for example, diverse Christian and Muslim accounts of the ‘designer God’ idea, consider whether it is possible, likely or coherent to say that ‘God started the ‘big bang’’. If not, what did cause the universe? Take note of, for example, diverse Christian, Jewish and Muslim ideas of the ‘designer God’ arguments.</td>
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<td>Teaching might stimulate responses from pupils by having them design a ‘best of all possible worlds’ in detail. What do you want to ask God? Formulate some questions for ‘an all-knowing being’ about the origin, nature and destiny of the universe. Would there be no conflict, fear or death? Hearing some answers from different sources. Researching other answers. Developing their own answers. “Some people are driven from belief in God by suffering, but others are driven to God.” What makes the difference?</td>
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<td>Investigate some diverse responses to this idea and question.</td>
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<td>Use the website <a href="http://www.natre.org.uk/spirtedarts">www.natre.org.uk/spirtedarts</a> to find examples of student work on theodicy. Students can make their own ‘Where is God?’ work of art.</td>
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**Teaching and learning: practical activities**

- Use newspaper headlines to identify and classify some of the evil and painful phenomena in the world today. Who’s responsible for this suffering? Is it God?
- Look at how some Christians respond to the challenges of suffering: by arguing, by working to change the world, by prayer, by practicing virtues of patience and faithfulness.
- Examine arguments about why some people hold that a loving powerful God cannot exist in a world of suffering like ours: teach these arguments to deepen students’ understanding, reflection and awareness of philosophical issues.
- Role-play a debate on this topic, in which examples are provided for pupils to use to construct a speech. Having a group of gifted pupils tackle the task (with teacher support) and make a presentation to the rest of the class. Emphasis on speaking and listening, critical-thinking skills.
- **Is this the best possible world? Can we find God within suffering?**
  - Use texts, resources and ideas from the physics side of the science curriculum (See KS3 science SOW) and taking note of, for example, diverse Christian and Muslim accounts of the ‘designer God’ idea, consider whether it is possible, likely or coherent to say that ‘God started the ‘big bang’’. If not, what did cause the universe? Take note of, for example, diverse Christian, Jewish and Muslim ideas of the ‘designer God’ arguments.
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**Learning outcomes**

- Explain the arguments atheists use to say that God cannot exist, or be both loving and powerful. (L5)
- Explain why some Christians find these arguments forceful, but still believe in God. (L5)
- Explain some ways Christians understand the origins of the universe and the presence of God in it. (L5)
- Give their own views on questions of origins, supporting them with reasons, experiences or reference to sacred writings. (L5)
- Interpret insightfully some ideas that Jesus is a suffering God, found in some Christian traditions (L6)

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**Points to note**

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**Where is God?** In this slate-grey 3-D corridor a hunched red plasticine figure sits. Meredith (12) expresses an experience. “There was a man who suffered every day and every night. His sadness radiated from him and his anger burned like fire. He sat in the dark at the end of the corridor. He asked ‘is there a God? If there is, why does he let me suffer?’ No answer came, only silence. He curled up and cried.” What do students think of this image and these ideas?
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| **What is the idea of a ‘Just War’? Was World War One a ‘just war’, in which British Christians could fight with a clear conscience?** | **What is a ‘Just War’?**<br>Introduce the idea to the class by asking: when a war starts, the person who starts it often says ‘we must fight for justice’ or even ‘God is on our side’. Is it true that sometimes you have to fight? Theologians in the Christian church have made up a list of ‘test questions’ to see if you can justify going to war. If you could say ‘yes’ to all of them, then the war would be called a ‘Just War’. A war it is fair enough to fight, right to start.<br>Give student pairs 5 minutes to guess what the questions might be, and make a note of their guesses.<br><br>**8 Criteria for a ‘Just War’**<br>The most commonly accepted criteria for a ‘Just War’ are expressed here as a table of 8 questions. Share these with students one by one, and see if they match the guesses from activity 1 above. Make a chart like this on A4 or A3 for pupils to fill in.<br><br><br>1. **Is the war being fought against a real evil?**<br>2. **Is a proper authority in charge of the war (e.g. a government of a nation?)**<br>3. **Are you going to win (well, say a 75% chance? A very good chance?)**<br>4. **Will the suffering of war be less than the benefits of winning?**<br>5. **Are your intentions good and right (not selfish or bloody minded)?**<br>6. **Have you tried everything else to resolve the conflict peacefully?**<br>7. **Are you defending yourselves, or justice for others, rather than making aggressive grabs of land or wealth?**<br>8. **Will innocent people (e.g. children) be protected?**<br><br>**Applying the criteria to World War 1**<br>Ask students, in different pairs, to think about all they know of the UK’s fight in WW1. They should score each criterion out of 5: Five means it is fully met, 1 means it is not met at all. They should write the reasons for their scores into the table. After ten minutes, get pairs to join with another pair and compare scores. Which group of four got the lowest score? Set them up for an argument with the four who got the highest score. Was WW1 a war that Britain was right to fight or not? Students each write a paragraph in conclusion. | **Understand the idea of a ‘Just War’ in relation to WW1(L4)**<br>**Explain a variety of moral standpoints and be able to give reasons for and against them. (L5)**<br>**Develop and use research and evaluation skills to consider profound questions about whether war can be justified, evaluating personal responses to them (L6-7)** | **The idea of the ‘Just War’ has a long history and there is much literature. To extend the work, apply the idea to more recent wars: WW2, Falklands 1982, Iraq 2003, Afghanistan 2001-12: Were any of these ‘just wars’?**

Lots more detail about the theory of a just war can be found here: |

[JUST WAR THEORY.COM](http://www.justwartheory.com) |
## Learning Objectives

**What have we learned? The significance of remembrance**

Students will:

- Develop ideas about why the War should be remembered and studied
- Explore and investigate reasons and practices at Remembrance
- Think through their own reasons for remembering WW1 and express clearly what they have learned.

### Teaching and learning: practical activities

**Remembrance 100 years on**

2014-2018 is a period in which art, architecture, music and public ceremony will often return to the topic of WW1. Ask pupils to investigate how the war is being remembered this year, and find examples to share with the class. A good homework task.

Remind students of each lesson in this unit of work, and ask them: what did you learn? Put it notes onto 7 sheets of sugar paper, one for each of the lessons are a good way to capture this (this can – perhaps usefully - be anonymous).

Teach pupils about the history of remembrance: every community built a war memorial with names on it. Look at one in your community: do you recognise the names? Who were these people? They often left no descendants. 100 years on, what are the best ways to remember? Ask students to design public scale art or sculpture for the 100th anniversary of the end of the war, in 2018.

Discover a range of practices for the 11th November and for Remembrance Day (the Sunday nearest 11th November) Include the Red Poppy, Cenotaph and White Poppy symbols. What are the merits of each of these?

**Consider why the Great War should be remembered**

Which of these is the best reason? Rank the six in order. Make up 6 more.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>We should remember with thanks all the young men who freely gave their lives for their country, and follow their example</td>
<td>We should remember the horror of war, so that we never do it again. It was a waste of life</td>
</tr>
<tr>
<td>We should remember that ordinary people died in their millions, not the rich and powerful</td>
<td>We should remember that aggressive nations need to be stopped: you ought not to let them bully smaller nations.</td>
</tr>
<tr>
<td>We should remember that soldiers lived out the saying of Jesus: “greater love has no man than to give his life for his friends.”</td>
<td>We should remember that wars may be necessary, but they are terrible, damaging and painful. Make war a last resort.</td>
</tr>
<tr>
<td>We should remember the comradeship, the courage and the bravery. And don’t forget the stupid arrogance of the leaders either.</td>
<td>We should draw a line, and leave this all behind now: 100 years of remembering is enough. Look to the future.</td>
</tr>
</tbody>
</table>

If you want an assessment activity here, then ask students to choose: either write up 6 paragraphs, with examples, on why and how WW1 should be remembered 100 years later, or do a creative design of an act of Remembrance suitable for your town on 11th November 2018, 100 years after the end of the war.

### Learning outcomes

- Understand reasons for remembering WW1 (L4)
- Give reasons for the kinds of remembrance they think most suitable for the 2018 anniversary of the end of the war (L5)
- Express their own insights into the symbols, patterns, value and meaning of remembrance (L6)

### Points to note

Students will notice that 21 years after the end of the ‘Great war to end all wars’ another one started, with the same nations - Germany, France, Britain - involved at the beginning. What’s the lesson here?

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This poppies display, by primary pupils, might suggest how 11-14s could respond creatively.