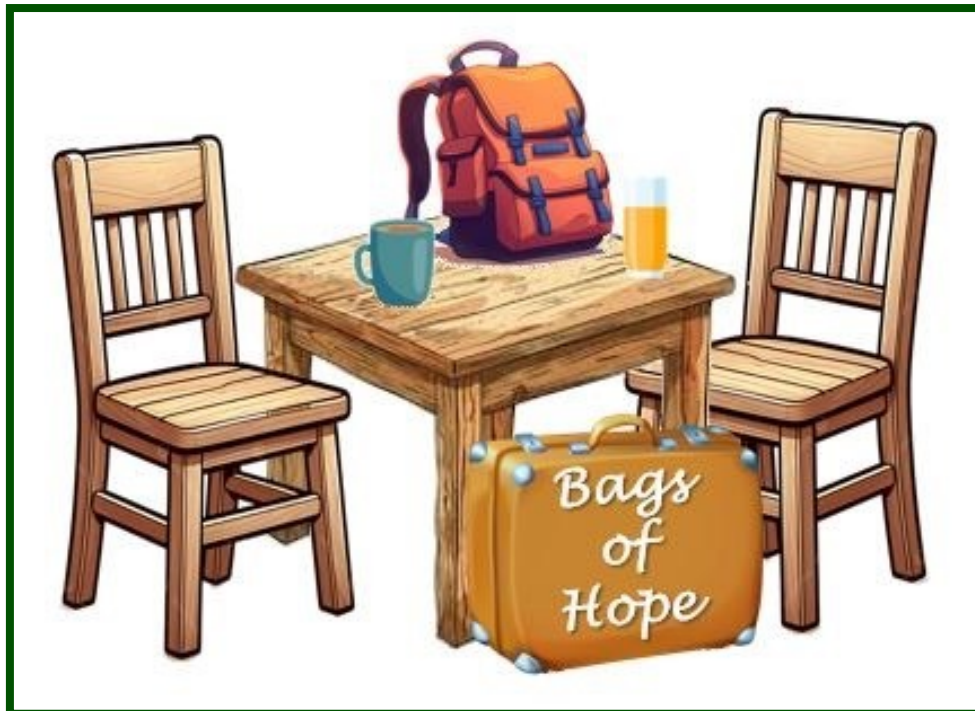


Bags of Hope

Diocesan Education Team Project 2025-26



Introduction

Hi and welcome!

I wonder if like me, you can recall 'losing' your keys or mobile phone – and the albeit temporary stress and worry that ensued as you turned over every cupboard, searched every pocket, re-traced your journey from when you last had it. The loss and disturbance may have lasted just a few hours, or even longer. But a solution would have been reached – either you found the lost object, or cut your losses and paid for a new one.

This bears no relation to the loss I heard recounted on the radio by a woman in her forties, whose loss still brings her sadness, but led to her involvement in organisations that now provide backpacks for children who are in foster care. She moved regularly between foster homes as a young child, and her belongings were stuffed into a bin liner each time (not uncommon apparently). On one move, a tattered photo was thrown away by an adult as it was regarded as a piece of litter. It was the only link she had to her birth mum.

Our Diocesan Project this year is topical and aspects of it are already embedded in many of our schools, and embraced in their school values. Each Christmas, many of us read the book **'Jesus was a refugee'** and in this year when migrants and refugees are increasingly 'othered' and diminished by influential voices, where individual and corporate disregard and open hostility is normalised, Christians consider how they can be counter-cultural when trying to live out Biblical values and imperatives, welcoming and standing up for strangers and legitimate refugees.

In a time of increasing societal tension, our pupils and students benefit from opportunities to see and think differently, to develop compassion, empathy and understanding of the world, our country and our increasingly challenged communities.

So, our project focuses on **'Displaced Persons'** from a range of backgrounds, contexts and countries. Our project logo is inspired by the book 'The Suitcase' by Chris Naylor-Ballesteros. We hope that over the year, adults, young people and children, repeatedly might ponder on the significance of a back pack for many migrants, when their whole 'life' is transported from a situation where they are being abused, tortured, threatened or have a real risk to their life; and their grief at the loss of what they leave behind, often family and possessions, to look for a safer future. There's a pun of course in the project title – 'bags' being both literal and descriptive, meaning 'lots' (of Hope).



We are linking with several national and local organisations, individuals and groups, and I'll be featuring these in our Fortnightly Bulletin in the coming months. In addition to the book recommendations that are a feature of my introduction, I'll include at least one book each fortnight related to our project. If you don't currently receive our Bulletin, do get in touch so you can see what our communities are doing and all that's offered by our team for schools, governors and churches.

Installations at The Cathedrals and The Priory have become an annual feature of our project, being appreciated by thousands of visitors, often from overseas where our projects are replicated! This year the cost to schools will again be minimal.

Specific details will be sent to schools next term, but in essence we will be asking children to fill-in a luggage label, and potentially putting a QR code on the back linking to work in their school, or someone they've studied as part of the project. These will be placed around a **display of Backpacks**, and the '**stream**' of **Luggage Labels** will grow, as we invite visitors to interact with the installation by writing on a label and adding it to the schools' Installation.

The national love of **Paddington Bear** is at a time of resurgence, with the new West End musical 'Paddington'. How timely! As the cost of the installation to schools will be a mere piece of card for each child, in terms of a luggage label, I'm asking if schools (and individuals, parishes and anyone inspired) **to donate a Paddington Backpack and a soft-toy Paddington Bear**. This will only cost schools between £10 and £25. The Installations will be amazing, but the impact even deeper – as we will donate the backpacks and soft-toys to various charities that support migrants and refugees – with a label and QR link to your school so they can thank you and potentially engage with you.



We're also encouraging all of our schools and parishes to participate in [The Sanctuary Foundation's 2026 Poetry & Art Competition - No Place Like Home Competition](#). Do share this project booklet and our shared endeavour with anyone who may be interested – we're not restricting it to CofE Schools and Parishes! Thank you in advance for your support and enjoyment of the activities, worship ideas, curriculum links and lots, lots more in the Project Booklet. I leave you with a poem – '**A Silent Wish**' by fifteen year old student **Ivanna Sashchuck**.

Yesterday - a home full of laughter and life.
 Today – I try to fit my whole life into a suitcase.
 Yesterday, it wouldn't have fit; today it does.
 What was once a mundane chaos,
 is now neatly folded into perfect piles.
 And in the quiet of the dark I still see:
 my favourite park, the laughter.
 But with the rising sun, I'm back
 In the city that hums a foreign song,
 While my heart still beats in a language no one knows.
 A new home, new 'perfect' life to grow,
 But I still wish for that life I knew before.
 So in the silence of my wish, I find my way,
 A quiet hope that someday the past will stay.
 But for now, I'll carry it inside me,
 And build a life from the ashes of what was.

With my appreciation and excitement for what we can achieve – together.

Jeff

Jeff Williams
Director of Education

Context

Why does migration happen?

Mass migration (large-scale movements of people across regions or borders) has happened throughout human history. These migrations are driven by a complex interplay of **push** and **pull** factors, shaped by economic, political, social, environmental, and technological forces.

Those who move to live in other countries can be described as **migrants** or **refugees**:

Migrants are those who have chosen to move to look for better employment opportunities or quality of life.

Refugees are those who are forced to move due to a threat to life, imprisonment or persecution.

There are a number of reasons why people migrate or become refugees; here is a summary table:



Category	Push Factors	Pull Factors
Economic	Poverty, unemployment, lack of land	Jobs, better wages, economic growth
Political/Conflict	War, persecution, instability	Peace, asylum, democracy
Environmental	Disasters, climate change	Safer, more resilient areas
Social/Cultural	Discrimination, exclusion	Family ties, cultural freedom
Technological	N/A	Easier movement, communication
Historical/Colonial	Slavery, labour migration, postcolonial ties	Familiarity, legal routes

There are many examples of each of these that have happened in different parts of the world, throughout history. The map below shows you the extent to which this has happened. You can simply see how complex it is:



You can access an extended fact for more information [here](#).

Useful teaching resources from the UN Refugee Agency: [Teaching about Refugees | UNHCR UK](#)

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Bags of Hope Collective Worship

The following outline collective worships need to be used in conjunction with the related PowerPoints, the links for which are in this document. The worships are intended to be used sequentially.

The theme of this collective worship is refugees. There may well be children in your school who are refugees; consideration should be given to how this collective worship may impact on those children before delivering it.

Bags of Hope Collective Worship 1 – Teacher guidance

Please find the link to the Powerpoint presentation for this collective worship below:

[Collective Worship 1](#)

Gathering

Slide 1

Worship begins with music as the children are entering:

This song is called ['Refugee King'](#)

Begin the worship by lighting a candle and following the school's usual gathering routine.

Engaging

Slide 2

Watch clip showing the Brown family finding Paddington Bear. [Paddington Bear clip](#)

Who has seen the film? Why is Paddington all alone with a tag saying 'Please look after this bear'? (*Because his parents had been killed in an earthquake, so Aunt Lucy thought the best thing to do would be to send him to London where people would look after him.*)

There are lots of people in our world who have to leave their home and family to try to make a safer life in a new country. We call people in this situation, 'Refugees' – they are called refugees because they are seeking refuge (i.e. a place of safety) from wars, disasters or persecution (*explain 'persecution' as appropriate*).

Slide 3

It is estimated that there are 43.3 million refugees around the world (which is over half of the population of our country). Here is a map showing some of the main countries where refugees have had to flee from. There may be people in your school from these countries, which could be mentioned [if this is appropriate](#).

Slide 4

You are all very familiar with the story of how Jesus was born as we think about it every year at Christmas (discuss school nativity plays if appropriate). However, we often forget that Jesus was actually a refugee himself.

Watch [Jesus was a refugee animation](#) (the clip needs to be stopped at 2:45)

Responding

Slide 5

Not all refugees are met with kindness like Paddington, who found a home with the Brown family. Some are met by people who try to take advantage of them (like the man who tried to take the wise men's gifts in the story of Jesus that we just watched), and sometimes people get angry with them and try to keep them away. What do you think Jesus would say about this?

In our school, we tell the stories of Jesus so that they can help us to think about the kind of people we should be and how we should behave toward others – what can the story of Jesus, Mary and Joseph tell us about this?

Sending

Slide 6

Ask children to reflect on what they would put in their suitcase if they had to leave their home. Ask teachers to discuss this with children in classes in order to explore what really matters to us.

Continue the Jesus Was a Refugee animation from Slide 4, this contains prayers to conclude the worship.

Play the music from the beginning (Slide 1) again and ask the children to pay attention to the words as they leave.

Bags of Hope Collective Worship 2 – Teacher guidance

The theme of this collective worship is refugees. There may well be children in your school who are refugees; consideration should be given to how this collective worship may impact on those children before delivering it.

Please find the link to the Powerpoint presentation for this collective worship below:

[Collective Worship 2](#)

Gathering

Slide 1

You may wish to use this music as the children are entering:

This song is called ['When Jesus Was a Refugee'](#)

Begin the worship by lighting a candle and following the school's usual gathering routine.

Engaging

Slide 2

In the last collective worship, we thought about Paddington and how he had to go on a sad and scary journey but things got better for him after the Brown family were kind to him.

Today we are going to think about a real person's story.

Watch the BBC Newsround clip, ['Ahmad's Story'](#)

What must it have felt like for Ahmad when he had to leave his home?

How do you think he is feeling now?

Slide 3

Some of you will know the story at the beginning of the Bible of how the Hebrew people were slaves in Egypt and were treated very unkindly.

Slide 4

Then God told a man called Moses that he had to go to Pharaoh (the king of Egypt) and tell him to let the Hebrew people go free.

Slide 6

Moses led the people through the desert for forty years and lots of bad things happened to them while they were on their journey. Many of the people wished they had never left Egypt because not having a home was horrible, but God kept them safe.

Slide 7

Eventually the Hebrews did get to the land that God had promised them and they had safe homes. However, they took care to remember the story of what had happened to them, which is why it was written down and we can still read it today.

Slide 8

God said this to the Hebrew people so that the story of what had happened to them should remind them how they should treat other people.

Responding**Slide 9**

Do you think Ahmad and his family were treated in our country how God would have wanted them to be? What helps us to know when you have treated others how God wants us to?

Sending**Slide 10**

Perhaps ask teachers to make a small 'How to Welcome a Stranger' display for the reflection area in their classrooms, where the children each write a Post-it with their ideas.

Finish with the prayer from the slide.

Bags of Hope Collective Worship 3 – Teacher guidance

The theme of this collective worship is refugees. There may well be children in your school who are refugees; consideration should be given to how this collective worship may impact on those children before delivering it.

Please find the link to the Powerpoint presentation for this collective worship below:

[Collective Worship 3](#)

Gathering

Slide 1

Worship begins with music as the children are entering.

This song is called '[Shine Your Light](#)' and is produced and sung by refugees.

Begin the worship by lighting a candle and following the school's usual gathering routine.

Engaging

Slide 2

Ask the children whether they recognise any of the people in the slide and whether they can guess what they have in common.

Albert Einstein was a very famous scientist. He made groundbreaking discoveries in Physics, which explained how the universe works in ways that no one had understood before. He was born in Germany, but he became a refugee in America in 1933 when Adolf Hitler took over and began to persecute Jewish people.

Freddie Mercury was a very famous singer from a rock band called Queen. Queen had many hit songs and people still love their music today. He was born in a place called Zanzibar, but when he was 17 his family had to flee to Britain and become refugees, when the ethnic group that he belonged to was persecuted.

Mo Farah is a famous athlete. He was born in Mogadishu in Somalia, but he became a refugee in Britain when he was eight years old. At the London 2012 Olympics, he won gold medals for the 10,000 metres and 5,000 metres and in 2015, he broke the European record for the half marathon.

Most refugees are just ordinary people like you and me – like the refugee girl in this picture who just wants the chance to go to school.

Many people don't feel positive about refugees unless they are famous and they want to build camps to keep them in. Do you think we should we only show respect to refugees who do special things?

Slide 3

It's important to tell the stories of refugees who have done famous things to remind people of the positive contributions that refugees can make. Sometimes, when refugees like Albert Einstein, Freddie Mercury or Mo Farah do amazing things, people are so pleased to have them in their country that they stop even remembering that they came from another country in the first place. However, most refugees are just ordinary people like you and me – like the refugee girl in this picture who just wants the chance to go to school.

Slide 4

Many people don't feel positive about refugees unless they are famous and want to build camps to keep them in. Do you think we should we only show respect to refugees who do special things?

Slides 5-15

Here is a story that might help us to think about the answer to whether we should we only show respect to refugees who do special things:

Jesus told the people this: **5** "When the Kingdom of God comes, I will gather all of the people before me and I will separate them out just like a shepherd separates his sheep from his goats - sheep on his right and goats on his left.

6 Then I will say to those on the right, 'Come, you who are blessed by my Father. **7** For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, **8** I was a stranger and you invited me in, I needed clothes and you clothed me, **9** I was sick and you looked after me, **10** I was in prison and you came to visit me.'

11 Then the people on the right will answer, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?'

And I will reply, 'Truly I tell you, whenever you did these things for any person in need, you did them for me.'

12 Then I will say to those on the left, 'Depart from me, there is no place for you in God's Kingdom. For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink, **13** I was a stranger and you did not invite me in, **14** I needed clothes and you did not clothe me, I was sick and in prison and you did not look after me.'

15 They also will answer, 'Lord, when did we see you hungry or thirsty or a stranger or needing clothes or sick or in prison, and did not help you?'

And I will reply, 'Truly I tell you, whatever you did not do for any person in need, you did not do for me.'

Responding

What do you think the message of that story is?

What do you think it tells us about how we should respond to refugees?

How can we live by the message of that story in our daily lives?

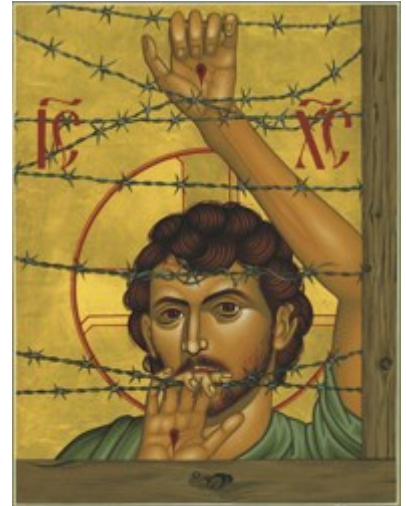
Sending

Slide 16

Who do you think this is a picture of?

It's a traditional painting of Jesus in the style that we call an **Icon**.

How would we know that it was a picture of Jesus? (wounds in hands and halo with cross; the picture is painted to look like a traditional icon – the letters IC XC stand for Jesus Christ in Greek).



What is unusual about it? (barbed wire fence). Do you notice the line of barbed wire that runs right across Jesus' forehead – does this remind you of anything? (crown of thorns)

Make a copy of the picture for each class. Tell the children that it is for the reflection area in their classrooms and ask the teachers to discuss the questions below with the children in their classes. You could ask the children the questions but tell them to save their thoughts for when they are back in class.

Why do you think the artist has painted Jesus standing behind a barbed wire fence.....where do you think he is?

How do you think this relates to the teaching of Jesus that we just heard?

Slide 17

Finish with the prayer in the slide.

Play the music from the beginning (Slide 1) again as the children leave.

Sculpture Activity on the theme of home

The importance of home is fundamental when exploring refugees. The artist featured below talks about home as a place of safety and refuge. **Teachers will be aware that this is not the case for all children, so you may like to talk to the children about the local church or your school as being a kind of family home and use those buildings for your sculptures.**

This activity provides instructions to create a 3D cardboard artwork, inspired by the theme of 'home'. It was devised by artist Lisa Traxler who lives on the Isle of Wight, and the video in the resource was filmed during the 2020 Covid lockdown.



Lisa's interest in her own home focuses on architecture, history and protection, as she explains: 'Our home is our place of safety, refuge and sanctuary. It is a place where we are shielded from the elements, where we are fed and rested. It is where we create memories.'

'My home and art studio on the Isle of Wight are located on the site of a former Royal Air Force radar station constructed in 1941 as part of a Second World War coastal defence building. The site played an important role during the Second World War, providing early warnings of incoming bomber attacks.'

'During the long days of lockdown in 2020, the radar station and the landscape around it became very important to me. Watching the sun cast shadows over the building inspired me to take a series of photographs and make drawings in my sketchbook documenting this time.'

Discussion questions

Before you begin making your model, here are some questions to consider or discuss:

- How do you feel about your home?
- Has the way you feel about your home changed over time?
- Do you have a favourite room in your home?
- Do you know when your home was built?



You will need:

A photo of your chosen building, a sheet of A4 paper, light card (cereal boxes work well), a ruler, a pair of scissors, a pencil, a black marker pen and some coloured pencils or pens.

Instructions

1. Begin by looking at your home/school/church. Look at the architecture of the building, the shapes that make up the building, and at the outline of your building – this is its silhouette.

2. Find an imaginary line you can draw along the edge of your building. In this example, Lisa drew a line down through the building: across the roof, down past the window, back across the top of the door, down along the doorframe, across the front wall, and down the steps to the pavement.



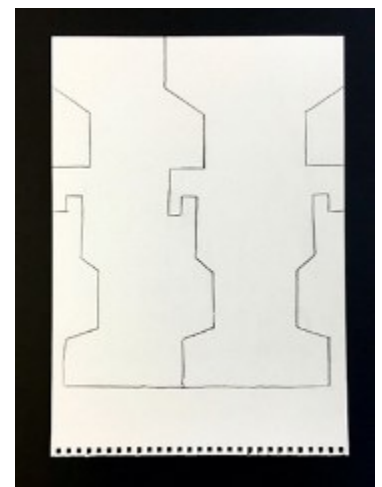
3. Draw your imaginary line in pencil on your sheet of A4 paper. Cut this shape out. This is your template.

4. Place the template shape onto the edge of your sheet of cardboard (or cereal box). Draw around it. Flip the shape over, place it on the card, and draw around it again.

5. Place your template on the card and draw around it one last time. You will now have three 'edge' lines across your sheet of card.

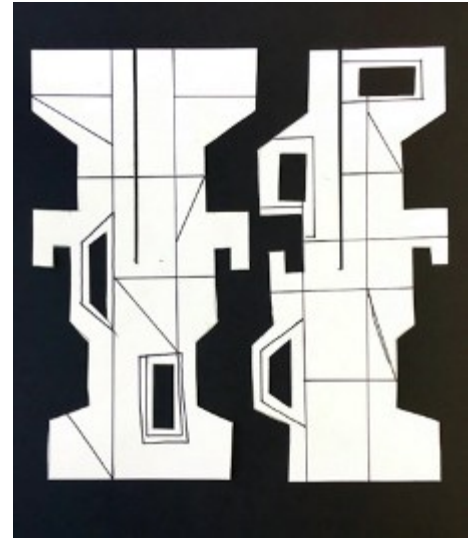


6. Cut along the lines to create two shapes.





7. Draw some door and window shapes from your home onto your card shapes. Carefully cut out these openings.



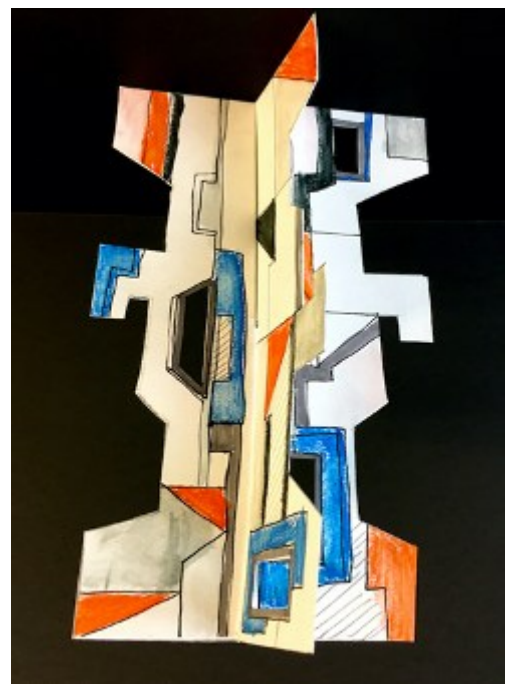
8. Now it's time to add a design to your card sculpture pieces. Look again at your home and notice how the doors and windows line up to form a grid. Draw this grid onto your shaped cardboard.

9. Use a ruler and pencil to mark out and draw a narrow slot from the top to the centre of both card shapes. Cut out the slots.



10. Look at the colours of your home from the materials used to build and decorate it. Use these colours in your design. Decorate both sides of each card shape.

11. Slot your sculpture together to complete it.



As a follow up activity, you may like to explore homes in the Bible.

What does the Bible say about home? Discussion activity

The Bible has a lot to say about what makes a home truly meaningful. From the way we treat each other to the values we share, God's Word offers guidance that can help us build a strong and loving home. Discuss with the children that our country and our homes should be places of hospitality and generosity. The Bible encourages us to be welcoming to others and to share what we have. Acts of kindness and generosity create a warm and inviting atmosphere where love can flourish. By practising hospitality, we are living out God's love and teachings. This not only impacts those coming into our homes, but also enriches our lives and experiences.

Below are different Bible verses and stories to explore that highlight the importance of home. You may like to take one of the verses each day and talk to the children about how understanding these messages can make our living spaces more joyful and peaceful. The Bible teaches us that our homes should reflect God's love. It encourages us to show kindness and compassion to everyone we share our space with. These verses help remind us that love should be the foundation of our home.

"We love because he first loved us." – **1 John 4:19**. This verse reminds us that our love for others stems from God's love for us. When we experience His love, it motivates us to pass it on. In our homes, we should strive to love one another unconditionally, just as God loves us.

"Love does no harm to a neighbour. Therefore, love is the fulfilment of the law." – **Romans 13:10**. Here, we are called to love our neighbours, which includes those living within our homes. Promoting safety and support through love creates an environment that fulfils God's perfect law.

"Be completely humble and gentle; be patient, bearing with one another in love." – **Ephesians 4:2**. This verse encourages humility and patience in our interactions with family. In our homes, these virtues foster a peaceful atmosphere, where we can grow in love together.

"Above all, love each other deeply, because love covers over a multitude of sins." – **1 Peter 4:8**. Love has the power to mend relationships. In our homes, we should practise deep, forgiving love that allows us to overcome conflicts and grow closer as a family.

"For where two or three gather in my name, there am I with them." – **Matthew 18:20**. Gathering as a family who help each other brings God's presence into our homes.



"If it is possible, as far as it depends on you, live at peace with everyone." – **Romans 12:18**. This verse calls us to take responsibility for maintaining peace. Striving for harmony enables us to grow closer as a family, fostering love.

"Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock." – **Matthew 7:24**. This scripture highlights the importance of building our lives on Christ's teachings. It assures us that a firm foundation leads to resilience and stability.

Refugees and Evacuees: Creating a poem about home

The following activity (aimed at upper Key Stage 2 or Key Stage 3 students) uses resources from the Imperial War Museum and looks at how evacuees and refugees have used literacy and creative writing to reflect on their experience and express their feelings.

An important part of the museum's collections is the extensive archive of letters, diaries and oral histories that reveal individuals' perspectives of life during periods of conflict. From the First World War to the present day, these writings and recordings can give details about daily life which may well be otherwise unknown. They are a unique resource that provide a vital insight into how people felt during that time. Teachers are advised that the content aims to help children explore challenging emotions around experiences of evacuee and refugee children living away from their parents.

Annie Bankier

Within the Imperial War Museum's archives is a collection of letters and objects from Annie Bankier - a 16-year-old Austrian-Jewish refugee. Annie arrived in the UK as part of the government's Kindertransport initiative of 1938/39 in which almost 10,000 mostly Jewish children from Nazi Germany, and Nazi-occupied countries such as Czechoslovakia, Austria and Poland, were brought over to stay in British foster homes and hostels.

The museum asked poet Hafsah Bashir for her creative response to Annie's letters and objects, which resulted in the poem 'Goodbye for the Moment' – the title taken from how Annie signs off letters to her family.



Children are asked to think about what their home means to them and produce a poem based on their thoughts about home.

In the first video, linked below, children can find out more about what the words evacuee and refugee mean. They will also hear Hafsah recite her poem '[Goodbye for the Moment](#)'.

In the [second video](#) Hafsah shares her artistic process, offering children a chance to take a 'behind the scenes' look at the way she works creatively. Children can then try writing their own mirror poem about home and hope. What would they take with them if they had to leave home tonight?

The Burning House Project: Discussion and sorting activity

Purpose: To help pupils develop empathy for those who need to leave their home quickly by understanding what this means and what items hold emotional vs. practical value. (Activity adapted from The Burning House Project - If my house were on fire could be changed to If I had to leave my home).

Share some of the principles of the Burning House Project - *Today, developed countries are consuming more than ever before. This culture of consumption is often fuelled by people's desire to define themselves by the possessions they amass. The Burning House: What Would You Take? takes a different approach to personal definition. By removing easily replaceable objects and instead focusing on things unique to them, people are able to capture their personalities in a photograph.* — Foster Huntington.

[The Burning house Project](#)—*(Be aware that the contributors are from across the world and in lots of examples they are shared by adults so the content may not be age appropriate and you will need to prepare which images you feel are best suited to your class).*



BEFORE THE LESSON

Ask the children what they would take if your house were on fire. Choose 10 things (adjust according to the group), put them together, and take a photo – this could be emailed into school. If this isn't possible, the children could sort images or write a list of the things they would take.

IN CLASS

Display each picture and ask the children to guess who it belongs to. The students then take turns explaining their choices. A lot of new vocabulary may be generated at this point, with each presenter introducing the new words in a natural and meaningful way. Allow for questions at the end of each presentation.

Migration: Discussion Activities

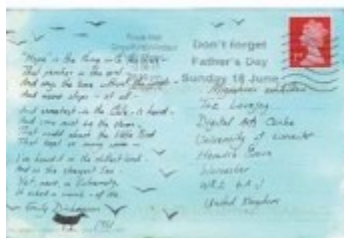
Use the postcards and the book *Migrations: Open Hearts Open Borders* as a starting point for discussions about the reasons people migrate, the challenges they face, and the importance of empathy and understanding.



**“Hope is the thing with feathers –
That perches in the soul –
And sings the tune without words –
And never stops – at all –**

**And sweetest – in the Gale is heard –
And sore must be the storm –
That could abash the little Bird
That kept so many warm –**

**I’ve heard it in the chilliest land –
And on the strangest Sea –
Yet – never – in Extremity,
It asked a crumb – of me. *Emily Dickinson***



“Hope” is the thing with feathers –
That perches in the soul –
And sings the tune without
the words –
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It asked a crumb – of me.

Emily Dickinson

104



105

Jane Ray – UK

**Where there is
change**

there is hope

**Where there is hope
there is life.**



Where there is change
there is hope.
Where there is hope
there is life.

11



12

Shaun Tan – Australia

[The Migrations](#) project started when word was sent out to illustrators asking them to create an image for the front of a postcard (plus appropriate text on the reverse) on the theme of 'migration'. The project's aim was to 'express support for and solidarity with the hundreds of thousands of human migrants who face immense difficulties and dangers in their struggle to find a better and safer place to live.' When asking for postcards, the organisers stated 'Do not be concerned about possible damage to the card that you will mail to us. The stamp, the journey of the mail and all it entails will reflect the fragility and the precarious nature of migration.'

Questions to Ask Children

Why do you think that birds were used as a symbol in this project?

What do you like about this project?

Why do you think that they asked lots of illustrators across the world to join in with this project?

How does it make you feel? What does it make you think?

Activity 1: Postcard Activity – to express thoughts and feelings about migration by creating messages of hope or depicting their own imagined journeys on postcards

A central activity is for children to create their own postcards on the theme of migration, exploring the connection between bird migration and human migration. Children create their own postcards to become part of an installation within school. These could be displayed by pegging onto a washing line or on wire fencing see link above.



Activity 2: Comparison: To explore the different pathways migratory birds take and compare this to the ways people migrate, using the book's visuals and themes to stimulate discussion.

Activity 3: Storytelling and Writing: To use the book's diverse artwork can inspire writing activities, such as composing poems, stories, or personal narratives related to the themes of movement, displacement, and hope.

Activity 4: Classroom Welcome: To adapt the concept of "open hearts" to create a welcoming environment for any new students joining the school, fostering a culture of solidarity and support.

Poems About Migration: Discussion, reflection and writing opportunity

“What you leave behind
Won’t leave your mind.
But home is where you find it.
Home is where you find it.”



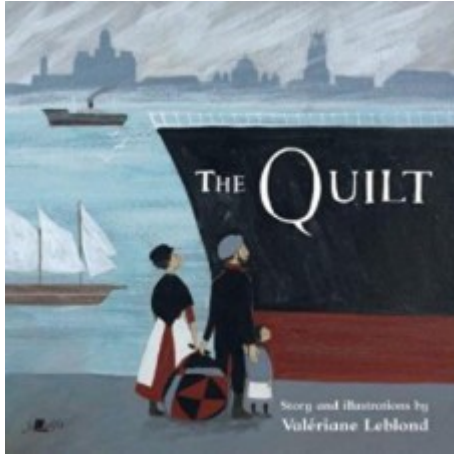
In this book, Michael Rosen and Sir Quentin Blake joined forces for a collection of beautifully illustrated poems, focusing on migration and displacement. Michael’s poems are divided into four: in the first series, he draws on his childhood as part of a first-generation Polish family living in London; in the second, on his perception of the War as a young boy; in the third, on his “missing” relatives and the Holocaust; and in the fourth, and final, on global experiences of migration. By turns charming, shocking and heart-breaking, this is an anthology with a story to tell and a powerful point to make: “You can only do something now.” These materials are taken from Teacher Notes [On-the-Move Teachers-Notes.pdf](#) and are written with children in Upper KS2, but some elements will work with younger classes and with children in the lower secondary years. For older children CLPE have produced a teaching sequence designed for classes from Year 5 to Year 8 [On the Move CLiPPA Teaching Sequence Revised October 2021.pdf](#)

Activity: Looking at the illustrations – children choose an illustration that interests them most.

- Working with a partner, ask them to discuss what they can see.
- In pairs invite them to imagine the story of one of the people in the picture – where have they come from?
- Where are they going?
- What do they hope for?
- What would be a happy ending for their story?
- Imagine you are this person and tell your story to your partner? (They don’t have to imagine a refugee from a particular country for this activity, but rather some of the universal issues, the human impact and emotions.



The Quilt by Valeriane Leblond



This is a beautifully illustrated story about emigration and homesickness. A little girl lives with her parents on a farm near the coast, around the turn of the twentieth century. Times are hard and the family decides to emigrate to the USA, raising the fare by selling all their possessions except for a black and red quilt lovingly hand-made by the mother from pieces of fabric left over from clothes she has made for the family. The little girl feels homesick and sad at times, but the memories and love contained in the quilt help her overcome this and adapt to her new life.

The family's migration is echoed by the birds depicted on almost every page, leading the reader through the story. From the first spread set in autumn, a flock of geese can be seen flying, hinting at what's to follow. The coming and the going of the swallows marks the seasons, as well as echoing the family's journey on the ship, crossing the ocean to a new country, with seagulls signalling their arrival. The swallows arrive at the end of the story, when the family have finished building their new home, with the quilt pinned to the barn, 'We inhabited the land, and the land inhabited us.'

The following questions are aimed at lower Key Stage 2 students. Share the book and consider the following questions

- How do you think the family felt living in their home in Wales surrounded by sheep and the moor?
- Why do you think the family emigrated to America?
- How do we know that the family longed for a better life?
- How do we know the family felt homesick during the journey?
- What helped comfort the little girl when she felt homesick?
- What does *hiraeth* mean?
- How did the family deal with *hiraeth*?
- Can you describe a time when you felt *hiraeth* or homesick? If so, what helped you deal with or overcome the feeling?
- What memories of Wales does the quilt hold for you?
- Do you have fond memories that you hold onto?
- How would you feel losing belongings like the family in the story?
- How would you feel leaving your home?
- How do you think the family felt by the end of the story?
- What message does this story give to the reader?
- If you only had one object to take with you on a journey, what would you choose and why?
- *Hiraeth* – longing for home. What would you miss about your home?
- What other country would you like to live in and why? Give two reasons.

Migration: art reflection activity



What do you see?

Use the PowerPoint linked below for an art reflection activity. The PowerPoint contains 3 artworks. All of them are focused on the theme of migration and boundaries.

Each artwork is followed by a series of questions to help you explore your feelings about the piece.

Please find the link to the PowerPoint for this activity below:

[What do you see?](#)

Windows on the Lord's Prayer: Reflection activity

This illustration is one of eight vibrant paintings by Corja Bekius, inspired by the beauty of Iona, that offers a contemplative journey through the Lord's Prayer. Using the insightful reflections by Teun Kruijswijk Jansen and Corja Bekius, it provides a unique perspective on the line 'But deliver us from evil'.

Save our world from evil by Corja Bekius

O my God,
we saw them at the fence: hundreds of refugees.
They had just come off the boat, wet, hungry, anxious,
but resolutely looking for a new future – with us.
And we –
put them behind a fence,
surrounded them with barbed wire,
said it doesn't work this way, there are too many,
that we ourselves are not enough,
that we would do what we could, of course,
but that first there had to be new rules, fair rules,
but before we got them
there were new people again,
and again ...
And we
were ashamed and prayed in our impotence
to the shepherd of all people:
Lord, have mercy.



Song: 'Goodness is stronger than evil', words by Desmond Tutu,

Goodness is stronger than evil, Love is stronger than hate;
Light is stronger than darkness, life is stronger than death;
Victory is ours, Victory is ours through God who loves us.
Victory is ours, Victory is ours through God who loves us.

Reflections

Look at the people, their body language and their position on the land, the water; look at the sky and the geese. What do those birds say to you? Share what you see. The children can annotate copies of the image and record their thoughts. .

Read the prayer 'Save our world from evil' aloud. Sing or read the song 'Goodness is stronger than evil'. Share your thoughts about the prayer and the song.

Statement sorting game

Play the game using the following statements about peace and justice:

The way of Jesus Christ is a non-violent way.

To defend freedom of conscience you need to use violence sometimes.

Globalisation is a barrier to peaceful coexistence.

Doing what we can is enough. What we can't do, we can't do.

If you belong to a community of people who believe in the
Resurrection, you are choosing to live a life of hope.

This sorting activity can be carried out in different ways as a whole class with children moving as below, or individually with children sorting the statements or in smaller groups.

Read out the first statement.

People who agree go and stand on one side of the room, people who disagree stand on the other side.

People who are undecided stand in the middle.

Someone is invited by the leader to defend the first statement.

An 'opponent' responds to that.

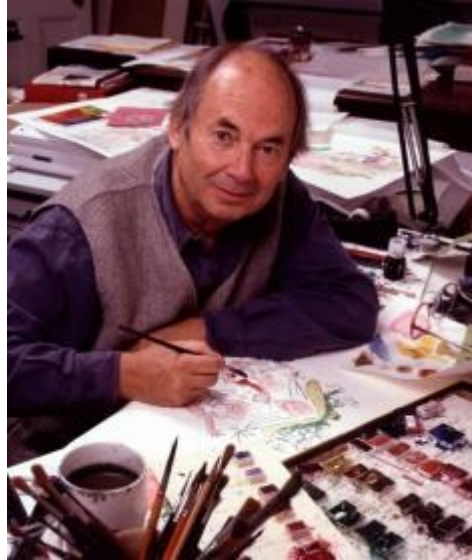
An 'undecided' explains their position.

When a statement is convincingly defended or opposed, some people might change where they stand.

When there are no new views to express, move on to the next statement.

There is no need to reach a consensus.

Quentin Blake looks at what being a refugee means



The brilliant Quentin Blake has produced some fantastic resources illustrating refugee experiences to support children to reflect on the journeys people make, identity, media representation and human rights and needs. The link for all the resources is below.

The teacher's notes and image gallery provide starting points for discussions with your class about what being a refugee means to them. This can be followed by one or more of our five activities. Each activity has a different theme and provides step-by-step instructions. You could use one, or all five. Some are more complex than others. All the activities lead to outputs ideal for display, which allows opportunities for whole school awareness-raising or marking of Refugee Week or World Refugee Day.

[Illustrating the Refugee Crisis - Quentin Blake Centre for Illustration](#)



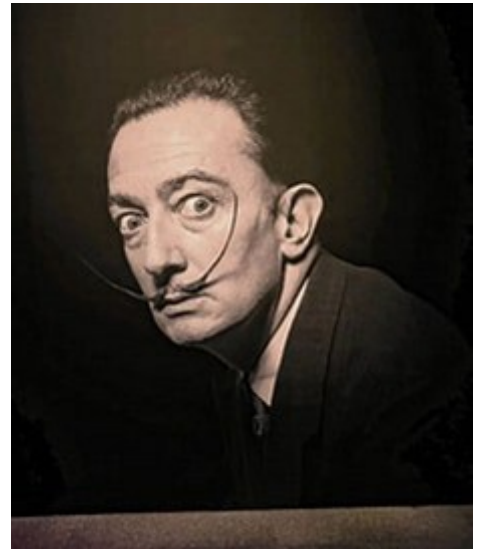
Famous artists who were refugees

You may like to study one of the artists below with your children and discuss how their artwork may have been influenced by their life experiences as refugees.

Salvador Dali

Renowned Surrealist Salvador Dali is famous for his unusual and bizarre paintings, as well as his flamboyant personality. In his pictures he often included scenes from his own dreams as well as the landscape of the Pyrenees mountains where he grew up.

Born in Figueres, Spain, Dali and his wife were forced to emigrate to the United States in 1940 to escape the effects of WW2 throughout Europe. The couple were issued visas in France and remained abroad for eight years. Dali then moved to New York. His arrival is one of the reasons that the city became an important art centre after the war.



Mark Rothko

Mark Rothko was born in 1903 in the Russian Empire (in what is now Latvia) but his father, fearing that his sons would be drafted into the Imperial Army, moved the family to the United States in 1913. He became a famous artist. Here are some ideas to explore with the children:

Mark Rothko was an Abstract Expressionist. He wanted to paint human emotions.

What kind of emotion do you think he has painted here?

Rothko thought that the greatest paintings were the ones that captured a sense of stillness, and that is what he tried to do.

He painted rectangles with fuzzy edges. It's a bit like looking through binoculars before they have been focused. Why do you think he made them look blurry?

Do you think the rectangles are floating in this picture? Rothko wanted you to think they might be.

This painting is one of a series Rothko made when he was at the height of his fame.

There is a strange story attached to it. In 1957 Rothko was commissioned to make a series of paintings for a very expensive restaurant in New York. The problem was that Rothko never forgot his poor background and how he was forced to flee his country. He didn't want his paintings to be hung where only rich people were eating so he thought it might be interesting to see if he could make paintings that were so dark and oppressive they would put the diners off their food!

He went on to paint a series of black and maroon pictures that were very sombre. When they were finished, he decided not to give them to the restaurant and gave them to Tate instead. They are called *The Segram Murals*. Later they were referred to as 'colour fields.'



Twinkl have produced KS1 lesson plans on [Rothko's colour fields](#)

Wassily Kandinsky

Lots of schools already study Kandinsky, but few realise that he was a refugee. Born in Moscow in 1866, he was forced to flee from his home in Germany to France in 1933 when the Nazis closed the [Bauhaus school](#) of art and architecture where he taught. Despite starting his career in law and economics, [Wassily Kandinsky](#) is generally considered to be one of the foremost pioneers of [abstract art](#). There is a short [video](#) explaining his work that you may like to show the children.



Inspired by Wassily Kandinsky's 1940 painting, *Sky Blue*, this children's book delves into the kaleidoscopic mind of a sleeping giant. Author Veronique Massenot and illustrator Peggy Nille interpret Kandinsky's abstract characters as the sleeping visions of a giant who stumbles into a village of microscopic townspeople. Though the villagers initially fear the enormous stranger, they soon discover a gentle soul through his beautiful dreams. With its brightly coloured drawings, the book echoes Kandinsky's painting style. As readers explore the miniature villagers' world and the giant's imagination, they may like to reflect on how the artist also may have felt as stranger in a new land and find their own way around Kandinsky's masterpiece.

Unicef resources



Unicef have created a comprehensive pack containing learning activities that can help children in Primary and Secondary schools make sense of the refugee crisis. The activities focus on children and their rights. The pack is available using this QR code and contains:

- More than 20 activities to help children explore and understand the crisis, ranging from short one-off lessons to longer projects and whole-school ideas.
- Children's stories, infographics and videos bring the issues to life.
- Historical context and background information on the crisis to give teachers a good knowledge of the subject, including the reasons why so many people Syrian refugees are fleeing their country and coming to Europe. A glossary with a range of definitions including what is a refugee, asylum seeker and migrant.
- Guidance to help teachers prepare for potential discussions on complex and sensitive issues.



Revisiting Thoughts About Refugees

Media headlines are often confusing when it comes to the facts about refugees. These myths can become fixed in popular opinion, so you may want to spend some time separating fact and fiction.

Prepare the following statements for display on the board, one at a time. The children must decide whether they think the statement is true, false or that they are uncertain. Agree three visual signals such as thumb up for true, thumb down for false and a shrug of the shoulders for unsure.

After each vote, provide the factual information below the table. The source of the information is the [Refugee Council](#).

Most refugees are looked after by developing countries.

Immigration is a recent phenomenon.

People seeking asylum are looking for a place of safety.

Most refugees are looked after by developing countries.

This is true.

What does this make you think/feel?

- The UK is home to approx. 1% of the 27.1 million refugees who were forcibly displaced across the world.
- At the end of 2021 around 89.3 million people were forcibly displaced across the world. Of these, 27.1 million were refugees, while 53.2 million were internally displaced within their country of origin.
- 72% of the world's refugees are living in countries neighbouring their country of origin, often in developing countries.
- Over 6.8 million people have fled conflict in Syria, and many more are displaced inside the country. Turkey is the biggest refugee hosting country in the world. At the end of 2022 Turkey was providing safety to 3.7 million Syrian refugees.

Immigration to Britain is a new phenomenon. In the past, people used to stay in the countries where they were born.

This is not true. Britain has a very long history of immigration. Here are just a few examples of historic immigration:

- The Romans first invaded Britain in 55 BC. They settled and ruled from 43 – 410 AD. You probably know about a lot of good things that the Romans brought with them.
- The Anglo Saxons invaded in the 5th Century.
- The Vikings invaded Britain in the 8th century.
- In 1066 it was the turn of the Normans.
- Jewish people first came to Britain in the Middle Ages.
- Huguenots (French Protestants) arrived in the 17th century. Each settlement has added to the rich cultural diversity of the British Isles and the English language. And of course, Britons have also emigrated to other parts of the world: to America and Australia... Not to mention more recent settlements in sunny Spain, Tuscany and France.

People seeking asylum are looking for a place of safety.

This is largely true.

- 41% of displaced people across the world are children
- The top ten refugee producing countries in 2021 all have poor human rights records or on-going conflict. People seeking asylum are fleeing from these conflicts and abuses, looking for safety.
- In 2021, more than two-thirds of the refugees across the world came from just five countries: Syria (6.8 million), Venezuela (4.6 million), Afghanistan (2.7 million), South Sudan (2.4 million) and Myanmar (1.2 million).
- There is no such thing as an "illegal" or "bogus" person seeking asylum. Under international law, anyone has the right to apply for asylum in any country that has signed the 1951 Convention and to remain there until the authorities have assessed their claim.

Cathedral Installations

This year's installations at Portsmouth and Winchester Cathedrals and Christchurch Priory will include interactive artwork comprising thousands of personalised luggage labels written by our children with QR codes for visitors to click on. The QR codes will link to challenges, information and prayers children have written, linking to people and places in our theme. Visitors will be encouraged to complete their own luggage label to add to the installation.

Schools have also been asked to donate one soft toy of Paddington Bear. The 150 bears will enhance the installations, but after the exhibitions close, these will be given to charities who will give them to refugee children, along with your school luggage label and the opportunity for the child to thank you by linking on a QR code.

The following activities are linked to the theme of bears and designed to support schools to provoke understanding and empathy within pupils of all ages. This contributes to the development of a culture in which pupils and adults are treated well.

The Bible shares many examples of loving and welcoming strangers because God cares for us all. Jesus himself was a refugee who, with his family, had to leave home for his safety.



Why bears?

Bears are universal symbols of comfort, protection, love and childhood innocence, resonating with people across the world. Many children fleeing conflict carry or wish they had a teddy bear: it represents home. Many child refugees travel alone and approximately 40% of all forcibly displaced people are children under 18 years of age.

The History of the Teddy Bear

The teddy bear originated from the United States, with its name derived from President Theodore Roosevelt. In 1902, during a hunting trip in Mississippi, President Roosevelt refused to shoot a bear that was tied to a tree. This act of compassion sparked a political cartoon, leading to the creation of the first "Teddy Bear" by Morris Michtom. The cuddly toy, resembling a bear cub, quickly gained popularity, becoming a symbol of comfort, innocence, and affection.



Symbolism of Teddy Bears

In Western cultures, teddy bears are often given as gifts to children and loved ones during times of celebration or distress. Teddy bears are symbolic of love, protection, and care, acting as a constant companion during challenging times.

In Japan, the teddy bear's popularity surged after World War II, symbolizing recovery, hope, and friendship during difficult times. Known as "Kuma" in Japanese, teddy bears are cherished as symbols of good luck and protection.

Activities on the theme of bears

The following activities are suitable for KS1 but can be adapted for all year groups

Activity 1: Comprehension and discussion.

Purpose: To help pupils explore the themes of homelessness, loss and the importance of key objects for comfort.

Stimulus: [The Teddy Bear by David McPhail](#)

Read/share the story, stopping at key points to map how the characters feel (emotions graph)

Character feelings graph



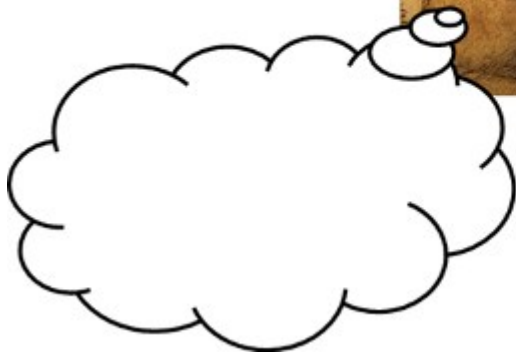
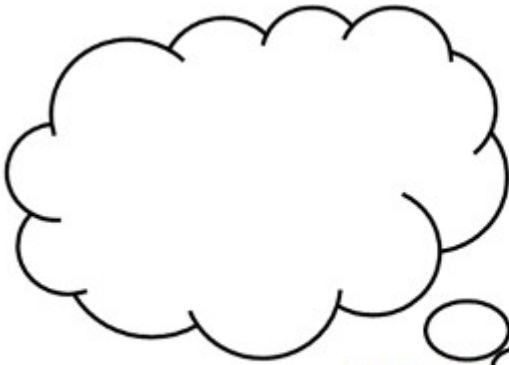
- What would you do if you were the boy?
- Why do you think the bear was so important to the old man?
- Who needed the bear most? Why do you think this?
- How did the main characters feel at the end? (speech bubble activity—see next page)



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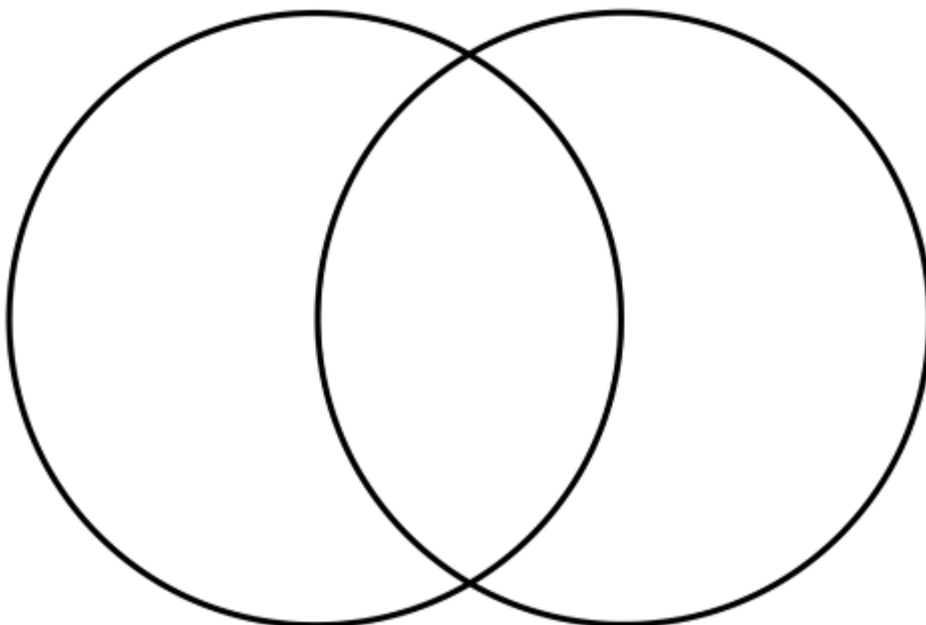
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What are the characters thinking?

- Does this change what you would choose to do if you were the boy?

Which of the core Christian values does the boy show in his actions? What does the Bible story of the Good Samaritan have in common with this story? Use a Venn diagram to show how the themes overlap.





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Activity 2: Comprehension and discussion.

Purpose: To help pupils develop an understanding of refugeeism, focusing on the theme of family separation. (Highlight that Paddington's family was his Aunt Lucy and Uncle Pastuzo. Paddington is a perfect model of how to treat a refugee.) Use the questions on the following page to facilitate talk.

Stimulus: Paddington (film, story or summary below) by Michael Bond (summary version and some key questions taken from UNICEF 2017 Outright Resource Pack).



PADDINGTON'S STORY

40 years ago, an explorer from the Geographer's Guild of London visited the forests of darkest Peru and discovered an intelligent species of bear.

The explorer became friends with a bear family, Pastuzo and Lucy. He told them all about London and said they would always be welcome there. When he left he gave Pastuzo his hat.

For many years after, the two bears lived there happily with their nephew.

A special day arrives for the bear family as the oranges are ripe, which means it's marmalade day! Unfortunately, the very same day, a severe earthquake strikes their home. While searching for his Uncle Pastuzo, his nephew finds only his hat, and Uncle Pastuzo is presumed dead.

Lucy plans to move into the home for retired bears and encourages her nephew to seek a better, safer life in London. At the ship which will take him to London, the young bear says his last goodbye to his Aunt Lucy and makes sure he has all his supplies for the journey.

The young bear finally arrives in London but people are not friendly and he has nowhere to go. The Brown Family find him alone on the station and invite him to their home for one night while they try and find a place for him to live.

Mrs. Brown names him Paddington after the station where he was found.

Paddington has never lived in a house before and causes a series of accidents. He even manages to flood it after using the bathroom. The house is a complete mess and Paddington has to help the family tidy it up.

Paddington hopes he can find a home with the explorer who found Aunt Lucy and Uncle Pastuzo, but he doesn't know his name.

Mrs. Brown and Paddington have a hearty breakfast before going in search of the explorer. The only clue they have is the explorer's hat and Mrs. Brown takes Paddington to the antique shop of Mr. Gruber to see if they can find out more about it.

After checking the hat carefully, Mr. Gruber discovers the hat has a stamp from the Geographer's Guild, but the Guild denies ever having sent one of their members to Peru. Paddington and Mr. Brown do not believe this and decide to search for the truth themselves in the archives of the Geographer's Guild.

Paddington discovers an explorer called Montgomery Clyde did undertake an expedition to Peru.

The museum taxidermist Millicent Clyde hears about Paddington and determines to add him to her collection. Millicent's plan to kidnap Paddington fails, but the Browns' house is left in a terrible mess in the process.

Feeling unwanted by the Browns, Paddington sadly leaves and attempts to track down Montgomery Clyde by himself, using the phone book to check the addresses of everyone listed as 'M. Clyde'.

He finally locates the right house only to discover that Mr. Clyde died many years ago and that Millicent is his daughter. She captures Paddington and takes him to the museum.

When the Browns discover what has happened they immediately set off to save him.

With the help of the Browns, Paddington finally manages to escape. The Browns realise Paddington is part of their family and should stay with them, while Millicent is sentenced to community service.

Paddington writes to his beloved Aunt Lucy to let her know he is happy and has at last found a home.

- Who was Paddington's family in Peru? Do we know where his parents were? How do you think Paddington felt after the earthquake in Peru when he couldn't find his Aunt Lucy and Uncle Pastuzo? (Emphasise to pupils that Paddington's Aunt Lucy and Uncle Pastuzo were his family).
- Why did Aunt Lucy put Paddington in the lifeboat alone to go to the UK? How do you think she felt?
- How do you think Paddington felt to leave everything that he knew behind and go to a new place where he had never been and didn't know anyone? Have you ever had to move to a new city or to a new school where you didn't know anyone? What were some of the things you were afraid of or excited about?
- What were some of the dangers Paddington faced being in the lifeboat alone? How long do you think it took to sail from Peru to the UK? If you were on a boat that long, what would you think about?
- Paddington left Peru after the earthquake. What other kinds of situations besides earthquakes (natural disasters) may force children and their families to leave their homes?
- In Paddington's suitcase was an empty jar of marmalade, a scrapbook, some coins and a photograph, and Paddington also had his Uncle Pastuzo's hat. Which of these do you think is most useful for him? Which is most important? Are they the same item? Why/why not?
- If appropriate, you can read *Where Will I Live?* By Rosemary McCarney to help further develop children's understanding of refugees.

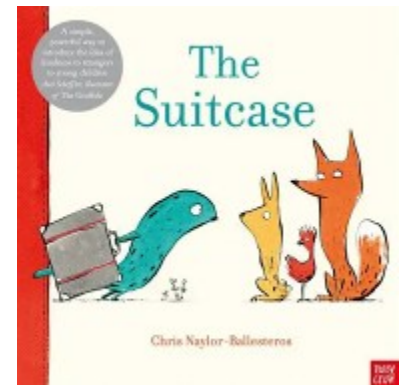
Jesus and his family had to leave their home and live in another country for safety, just like Paddington did and some families have to do today. How would God want them to be treated? How do you know?



Activity 3: Discussion and sorting activity.

Purpose: To help pupils develop empathy for those who need to leave their home quickly by understanding what this means and what items hold emotional vs. practical value. (Activity adapted from UNICEF 2017 Outright Resource Pack).

Stimulus: read/share [The Suitcase](#) by Chris Naylor – Ballesteros



- Why was there a teacup in the suitcase? Why had the character only packed this? Where were they from? Why did they leave home? Why do people have to leave their homes (recap from previous activity)? Where were they going – did they know?
- Ask pupils to imagine that they have just been told they need to flee their home and that they don't know when they will return. Explain to pupils that you are going to set a timer, and that when you shout 'Go!' they will have three minutes to decide in their groups which four of the 12 item cards (see following page) to put in their suitcase. Start the timer, stopping it after three minutes. As a class, discuss what each group has put in their suitcase and why, using the teacher discussion questions below as a tool.
 1. Why did you choose the items you did? Why did you eliminate other items?
 2. Did you choose items based on what you thought you would need and/or what would help you remember your life back at home?
 3. Do you think you could carry all of them?
 4. Did one person in your group have more say in the decision-making process? In real life, would you listen to what your parents or someone else told you to take, or would you take something different?
 5. How did you feel about what was happening?

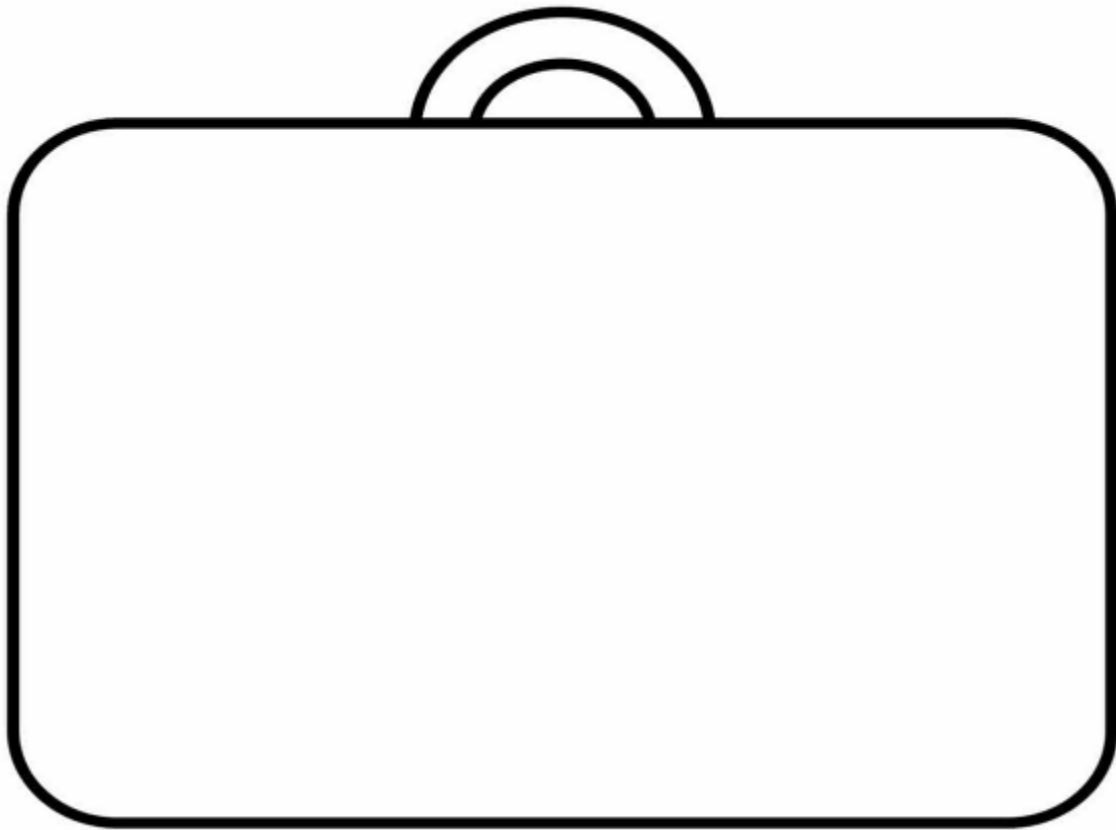
How does this link to the Bible story of Abraham welcoming strangers (Genesis 18:1-8)? (Consider the themes of welcoming strangers, overcoming fear or suspicion and how acts of kindness can transform lives).



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passport



photo of your family



spare clothes



favourite toy



favourite book



pen and paper



bottle of water



packet of crisps



blanket

Activity 4: Pebble decorating and cairn building.

Purpose: to help pupils connect an item to the idea of comfort, safety and the importance of remembering.

Stimulus: Read/listen to [Lubna and Pebble](#) by Wendy Meddour and Daniel Egneus

- Discuss – why was the pebble special to Lubna?
- Give each child a pebble. Ask them what memory/ies they would want to share with their pebble. Decorate/draw their pebble.
- Show children the pictures of cairns. Explain these are man-made towers of stones. People stack stones to help others find their way or remember something important. Give each child a pebble and ask what they would like to remember or guide others to. Children carefully place their pebble in a stack to build group or class cairns.
- Decorate a pebble for someone else

How does the Bible quote, “I was a stranger and you welcomed me” (Matthew 25:35) link to the story of Lubna and Pebble? Can you think of any stories in the Bible that show how God cares for strangers?

Activity 5: Create a suitcase for a bear character, filling it with illustrated or collaged items they imagine the bear would bring if forced to flee home.

Purpose: To revisit and embed children’s understanding and empathy for refugees.

- Recap the story of Paddington
- Read or share the real story of Winnie the Pooh - [Finding Winnie](#) by Lindsey Mattick.
- Tell the story of Refugee the Bear (see next page) who belonged to Sophie Turner-Zaretsky (born Selma Schwarzwald) in Lvov, Poland in 1937 (now Lviv in Ukraine).



What was the same/different about these three bears?

Choose one of the bears and create a suitcase for them. What would you pack for them and why?

In the Bible there are stories about people who had to go on journeys to find safety. They trusted that God would look after them and kind people helped them along the way. Can you think of any of these stories?

Refugee the Bear

This is Sophie Turner-Zaretsky. When she was a little girl, she was called Selma Schwarzwald and she lived in Lvov in Poland. A dangerous war started and so she and her mother had to leave their home, change their names and hide to stay safe. Selma became Zofia Tymejko. (Sophie was originally Jewish in WW2).

After the war ended, Sophie and her mother were safe again and so they moved to England to start a new life in 1948.

Sophie's mother gave her a small teddy bear as a gift. Sophie said the bear looked "a little sad and lost". She called the bear "Refugee," just like she and her mother were refugees of the war.



In 1963, Sophie moved to America and became a doctor.

Sophie kept Refugee with her for over 50 years! She gave him to the United States Holocaust Memorial Museum so people could learn about his story.

Refugee the Bear became a symbol of hope and survival.

An astronaut called Mark Polansky heard Sophie's story. Each astronaut is invited to take a few items into space. In December 2006, he took a small copy of Refugee the Bear with him on the space shuttle Discovery's mission. Sophie's bear's story travelled all the way into space. His story reminds us never to forget the past and to always care for people who need help.



Purpose: To develop the children's understanding of journeys and how it might feel to be in a new environment.

- Lost and Found
-   one day   but
-   and  So 
- but X   but .
-      
-  ?   So 
-   +     
- A.    but  So 
-         
- At last  ?         
- sadly Suddenly Finally
-    
- The End

Purpose: To develop an understanding of the importance of safety and 'place' and what it means to feel safe and cared for.

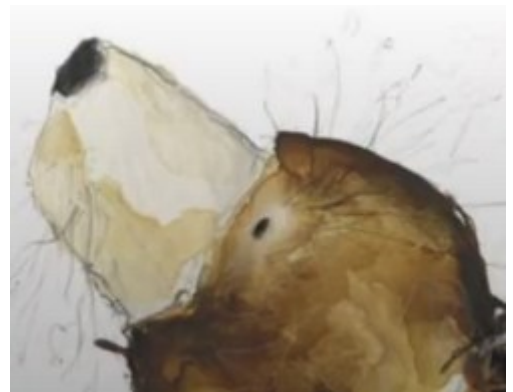
-
- A wooden suitcase is open, revealing a collection of miniature items. Inside, a brown teddy bear sits on a small, patterned rug. Behind the bear is a yellow fabric tent with a red drawstring. To the right of the tent, a small white bag with a handle and a label hangs from a wooden peg. Above the bag, a small white sign with the words "HAPPY MATCH" and a small illustration hangs from a string. The suitcase is made of light-colored wood and has a metal latch.

- 42

Activity 8: Discussion on similarities and differences. Create a unique bear.

Purpose: To explore the themes of friendship, belonging and diversity

- Read/share the story [Five Bears](#) by Catherine Rayner
- What was the same/different about the bears? Describe them. Can different bears be friends?



- What is the same/different about you?
- Design your own bear -can you make it different to everyone else's?
 - Paint a portrait – this could be in the style of a famous artist,
 - Create a paper plate mask or a lolly stick or paper bag puppet)
 - Create an origami bear
- Make a passport for your bear
- What will your bear do when it meets another bear? (role play)

What does the story of Jesus welcoming children (Matthew 19:13-15) teach us? How does it link to the story of the five bears? How can we welcome others, so they feel safe and happy?

Lolly Stick Bear Puppet instructions

Materials Needed

- 1–2 lolly sticks (wooden craft sticks)
- Felt tip pens
- Craft foam, felt, or coloured paper (brown, beige, pink, black, white)
- Scissors
- Glue stick or PVA glue
- Googly eyes (or cut out paper circles)
- Small pom-pom or paper circle for the nose
- Optional: tape, string, fabric, ribbon for accessories like a bow tie or scarf



Steps

Make the Bear's Head

Cut out a medium circle (bear face) from brown foam/felt/paper.

Cut two smaller brown circles (ears). If you want to, add two smaller beige or pink circles (inner ears).

Glue the inner ears onto the outer ears, then attach them to the top of the face circle.

Add the Bear's Face

Stick on googly eyes or draw eyes with a felt tip pen.

Draw or cut out a smaller circle for the nose area if wanted.

Glue a small black pom-pom (or circle) for the nose.

Draw or cut out a small smile and glue under the nose.

Attach to the Lolly Stick

Glue or tape the finished bear head to the top of the lolly stick.

Optionally, cut two smaller brown ovals for paws and attach them midway down the stick.

Decorate & Personalise

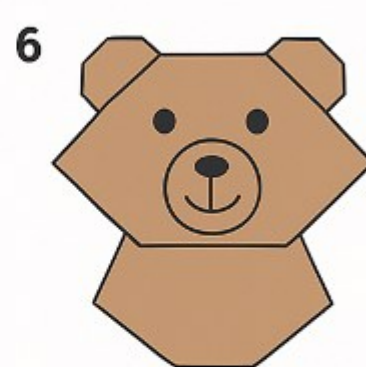
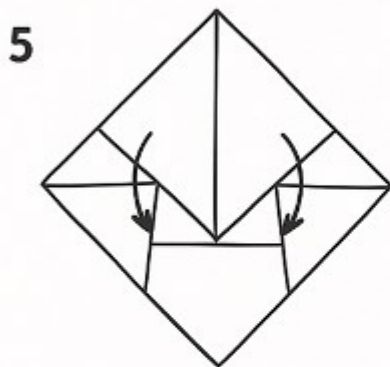
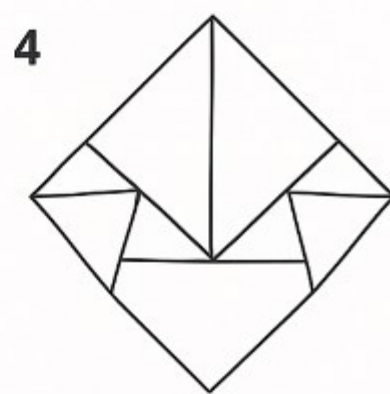
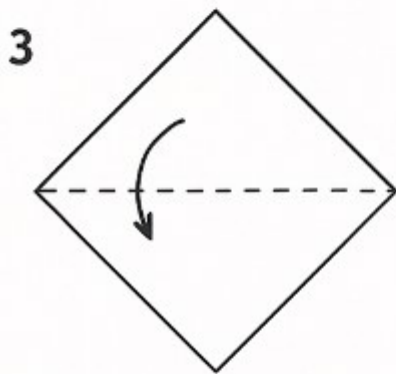
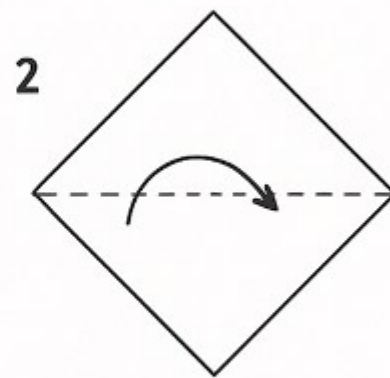
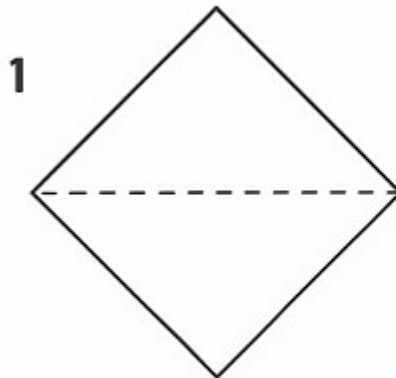
Add a bow tie, scarf, or hat from coloured paper.

Draw little paw details with a marker.

You could even make a "family" of bears with different sizes of circles.



ORIGAMI BEAR



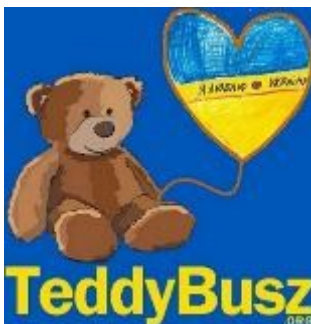
Courageous Advocacy

There are different charities who have supported donations of bears to displaced children.



Project Paddington

Trainee vicar Joy French set up Project Paddington in 2015, and the initiative has since raised thousands of pounds to help displaced families and has deliveries of bears to places such as Lebanon.



UK charity for teddies for children from Ukraine

You could...

- Donate or 'rescue' a bear from a charity shop. Create a message, bio or a story about this bear. Look at the work of projects and businesses such as Loved Before, Bear me in Mind and Reloved Teddies. Why is their work important? Is there anything you could do in the school community to re-love your soft toys and develop sustainability?
- Hold a Bear-a-thon day in school to raise funds for an important cause
- Invite visitors to the cathedral to sponsor a bear to be donated

Is there anything else you can think of? Why does Jesus want us to be courageous advocates?

Making Bags of Hope

Here are some ideas for no-sew bags that are easy and safe for children to make. You may like to fill the bags full of messages of hope, or fill them with prayers or gifts and distribute them to your community or local church to show the work that you are doing around refugeeism and hope. You could also make a bag for your bear.

1. No-Sew T-shirt Bag

You will need: Old T-shirts, scissors, fabric glue (optional)

Instructions

1. Lay the T-shirt flat.
2. Cut off the sleeves and the neckline to form a large bag shape.
3. Cut the bottom hem into strips, then tie the strips together to close the bottom of the shirt.

If you want, you can add embellishments with fabric paint or fabric markers for extra fun.

2. No-Sew Fabric Tote (Using Glue)

You will need: Square piece of fabric (like felt or cotton), fabric glue, scissors, and fabric for straps.

Instructions:

1. Cut a large rectangle or square piece of fabric.
2. Fold up the bottom to create the bag shape, then use fabric glue to attach the sides.
3. For handles, cut strips from fabric and glue them to the top of the bag.

Let it dry, and the bag is ready to use!

3. Felt Envelope Bag

- Materials: Felt sheets (2 colours), scissors, fabric glue, buttons (optional)
- How to make it:
 1. Cut two pieces of felt into the desired shape for the front and back of the bag.
 2. Use glue to attach the sides together, leaving the top open.
 3. To create a flap, cut a piece of felt that fits over the opening and glue it in place.
 4. Add a button or a fun fabric embellishment if desired!

4. Plastic Bag Weaving Bag

- Materials: Plastic shopping bags (cut into strips), scissors, glue (optional)
- How to make it:
 1. Cut plastic bags into strips to make “yarn.”
 2. Weave the strips into a mat by laying them horizontally and weaving vertical strips in and out.
 3. Once you have a piece large enough, fold it into the shape of a bag.
 4. Use glue to secure the sides and add handles from more plastic strips or ribbon.

5. Upcycled Paper Bag with Tape

- Materials: Old newspaper or paper bags, masking tape or washi tape
- How to make it:
 1. Cut and shape the paper into a basic bag shape.
 2. Use tape to secure the sides and bottom of the bag.
 3. Decorate the bag with stickers, markers, or even stamped designs.
 4. Use extra paper strips for handles, attaching them with tape.

6. No-Sew Fleece Bag

- Materials: Fleece fabric, scissors, fabric glue
- How to make it:
 1. Cut two pieces of fleece fabric into a large rectangle.
 2. Use scissors to cut slits along the top edge for the handles.
 3. Cut strips along the sides of the fleece and tie them together to form the sides of the bag.
 4. Secure the bottom with fabric glue, and you have a soft, cozy bag!

7. Braided Rope Bag

- Materials: Rope or thick yarn, scissors, fabric glue
- How to make it:
 1. Take several strands of yarn or rope and braid them together to form a thicker rope.
 2. Roll the rope into a circular shape, gluing the ends and the coils together.
 3. Once you have the base of the bag, form a side by continuing to glue the rope to build upward.
 4. Make handles by braiding more yarn or rope and attaching them with glue.

8. No-Sew Sock Bag

- Materials: Old sock, fabric glue, scissors, buttons (optional)
- How to make it:
 1. Turn the sock inside out.
 2. Use fabric glue to seal the top of the sock to form a small opening.
 3. You can glue a button or other embellishment for decoration.
 4. Turn the sock right side out, and you now have your bag.

9. Tie-Dye or Painted Canvas Bag

- Materials: Canvas fabric, fabric paints or tie-dye kit, fabric glue (for handles)
- How to make it:
 1. Create a simple bag shape by cutting a rectangle from the fabric.
 2. Decorate the fabric using tie-dye or fabric paint.
 3. Once the paint dries, fold the fabric into the shape of a bag and glue the sides together.
 4. Create handles using ribbon or fabric strips and glue them in place.

A simple drawstring bag

You will need enough material to cut out a long rectangle. How big you make it depends on the size of the bag you want.

A good guideline is to cut a rectangle that's twice as long as your finished bag height, because we'll be folding it in half.

Once you've chosen your fabric and decided on the size, go ahead and cut out your rectangle. That's your base.

Sew along the folded edge to create a tunnel

On each short end of your rectangle, fold the fabric over once – just a small fold, about 2cm – and sew along the edge to hold it in place. This creates a little tunnel (or channel) for the string to go through later.

You can use matching thread, or a contrasting colour if you want the stitching to stand out.



Once you've stitched both short ends, you're ready to fold your bag and sew the sides. There are some tips here:

[Five Most Important Basic Hand Sewing Stitches for Beginners](#)



Sewing the Bag Together

Once you've sewn the casings at the top of the bag, fold your piece of fabric in half with the right sides together. That just means the patterned or "nice" side of the fabric should be on the inside.

Line up the raw edges on the side seams and the bottom edge and lay it out on a flat surface to keep things even.

Now you'll sew the side seams, but don't sew into the casings at the top. Stop right where the folded part starts so you'll still be able to thread your drawstring cord through later.

Adding the Drawstring

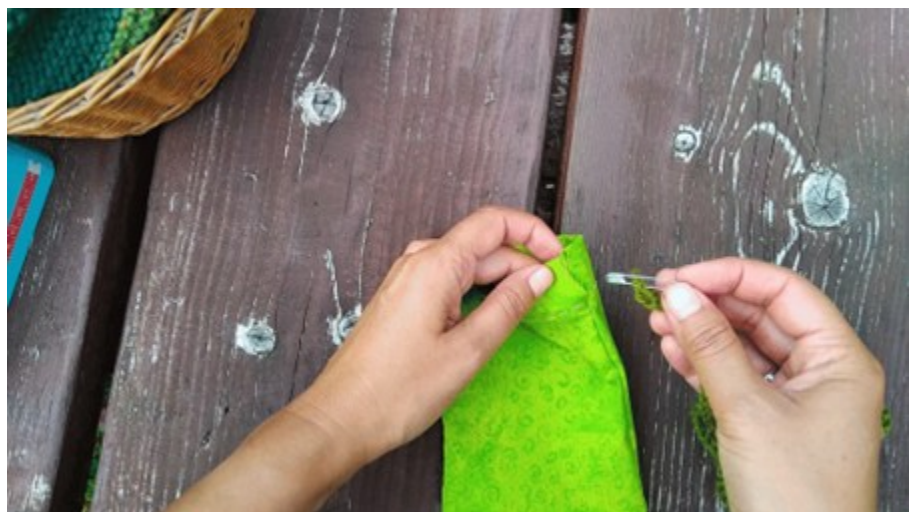


Now it's time to turn your bag right side out. You've now got a little bag, unlined and simple, but perfect for storing small items or using as a gift bag.

To add the drawstring, grab a safety pin and attach it to the end of your ribbon or cord.

Feed the safety pin through one side of the casing, then pull it all the way through the opposite side. Do the same again if you're using two ribbon pieces, one going in each direction, so you can pull the bag shut from either side.

Once the ends of the ribbon are even, knot them or leave them loose, it's up to you.



And that's it! You've made an easy drawstring bag using just a piece of fabric and a few simple stitches.

Never Again: Reflection Activity

Using the poem **Never Again**, encourage the children to reflect on the poem and what is happening in the world today. They could discuss the poem as a class or in small groups or with a partner and illustrate or annotate copies of the poem with their responses to it.

This Vimeo clip was performed by Michael Rosen on Holocaust Memorial Day: [Never Again - poem written & performed by Michael Rosen on Vimeo](#)

Never Again

We say, "Never again."

But,
when people with power are pointing
in one direction
when many minds are pointing
in that direction
when the guns and bombs are pointing
in that direction
too,
it can happen again.
It does happen again.
It has happened again.
It can be furious and chaotic.

It can be calm and orderly.
It can start with laws.
It can start without them.

The people who do it
can believe
they are saving their country.

The people who do it
can believe
that they are just getting
their own back.

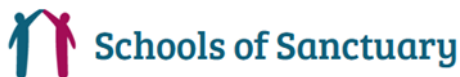
That's why
it can happen again.
It does happen again.
It has happened again.

Activity: Using the poem **Today**, by Michael Rosen, as a stimulus, encourage the children to create a pledge card of how they will do something now in response to the poem.

Today

You can't do something yesterday.
You can't do something tomorrow.
You can only do something now.
You can remember something from yesterday.
You can plan something for tomorrow.
You can only do something now.

What you did yesterday
can help you choose what to do now.
What you did yesterday and what you do now
can help you plan what to do tomorrow.
But you can only do something now.



[Schools of Sanctuary](#) is a programme set up by the City of Sanctuary UK - a small refugee-sector charity. Schools sit at the heart of our communities, making them powerful spaces for fostering compassion, inclusion, and support for families seeking sanctuary.

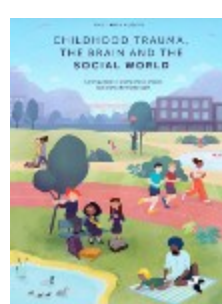
Schools can join the Schools of Sanctuary Network and can also choose to become an awarded School of Sanctuary. This is voluntary and self-led by the school. Resources and guidance such as English language support and trauma-informed care to buddy systems and welcome packs for new learners are available to all schools.



[The UK Trauma Council](#) is an Anna Freud project, set up to support the 1 in 3 children and young people who have been exposed to a traumatic event. They have created free evidence-based resources specifically tailored to help children and young people affected by war, migration and asylum as well as the professionals supporting them in both educational and community settings. [Childhood Trauma, War, Migration and Asylum - UK Trauma Council.](#)

The resources have been co-produced with young people with lived experience of seeking asylum and those who support them.

These useful resources sit alongside the UK Trauma Council's other extremely relevant and valuable materials which can be found on the [resources](#) page of their website. Articles, animations, videos, guidance, handouts, presentations and more - all created by the UK's leading childhood trauma experts are available free of charge to schools and education settings.



Prayer Space Activities

There are lots of opportunities for setting up a prayer space in your school linked to our Bags of Hope project. Some schools have a spare classroom, or take over the library for a few days, or you could create an outdoor prayer space in the summer term. Prayer Spaces work best with a team of adults who can help set up the different stations and supervise the activities. Why not talk to your local church to see if they could help?



The [Prayer Spaces in Schools](#) website is full of ideas for activities which have been widely tested in schools. The diocese has some prayer space resources which we are happy to lend out, and we can also put you in touch with schools in your area who have experience of running successful prayer spaces.

These are some possible activities from the many suggestions on the prayer spaces website, which will add to your Bags of Hope offering. You would probably want to mix some of these ideas with some more generic prayer space activities, such as Fizzy Forgiveness, Bubble Prayers or Pipe Cleaner People. It's often a good idea to offer a selection of 'teaspoon prayers' (Thank you, Sorry, Please).



Refugee Rucksacks

Think about the many refugees who have left home with little more than the rucksacks on their backs.

What would it feel like to lose almost everything?

Write or draw a thought or prayer for a refugee and put it in one of the rucksacks.



Lifeboat Prayers

Look at the items in the boat. The pillow represents our warm, comfortable homes, the photograph represents family and friends, the pen and paper represent education.

Write a hope or prayer for people who have had to leave their homes and lost precious possessions.



Children Alone

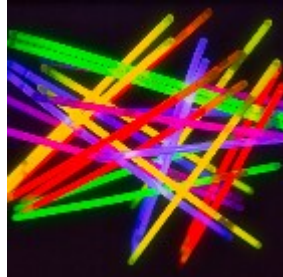
How would it feel if you had to leave your home and country and travel alone?

Read the story and draw a picture or write a letter of welcome to a refugee child.



Doves of Peace

Hearing about war and conflict can make us feel worried. Christians believe that talking to God can help us deal with what we see on the news.



Glow Stick Prayers

The world can be a scary place, but light chases the darkness away. Christians believe that Jesus is the light of the world. Hold a glow stick and think about something that you don't want to be scared of any more.



Global Hunger

Read Anita's story and try to imagine what life would be like without enough food. Use the play dough to make fruit or vegetables and add to the market stall display. Say a thank you prayer for the food that you have.



The Throne -Praying for our Leaders.

Think about the leaders in your life. Some you may never meet, such as the King or Prime Minister, some you see all the time like your head teacher. Pray for the decisions they have to make.



New World.

Imagine you could create a new world, what would it be like? What would you keep the same? What would you change? What rules would you make? How can we help make the world a better place?



Thankful Sticky Notes

What are you thankful for? Look at the photos from around the world and think about what you appreciate in your own life. So many people have so little, what do you have that many people can only wish for?



I have a Dream

Martin Luther King dreamed of unity, love and equality. What is your dream for how the world could be different?

If you were world president, what changes would you make?



Comfort Blanket

Wrap the blanket around yourself, pull it tightly. Think about those people in countries who need support and comfort right now, those who need to feel safe. If you want to, you can whisper a hope or prayer for them.



Pray The News

"I'm an atheist, but if you're there God, please do something about Japan after that tsunami."

An opportunity to respond to age-appropriate news stories.



Peace Garden

What does peace mean to you?
How can you find peace?

Think about peace in your own life and in the world, and add your flower to the garden.



Global Prayers

Think of a place in the world where bad things are happening.

Turn on one of the tea lights and put it on the country you've been thinking about. If you want to, say a prayer for 'light' and 'goodness' instead of 'dark' and 'badness' in that country.



Big Questions

Asking questions is OK. In fact, honest questions are an essential part of authentic faith.

All questions are fine, and some are very difficult to answer.

Whether you believe in God or not, if you could ask one question right now, what would you ask?



Visit [Prayer Spaces in Schools](#) for further suggestions and advice on running a successful prayer space.

Book Recommendations

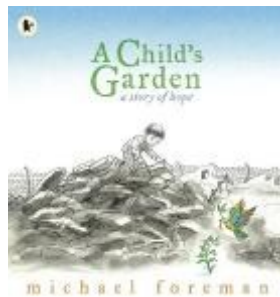
This selection includes picture books (which can be used with all ages!), books for older pupils and some suggestions that adults will find useful too.

Obviously check that any books you share in class are age-appropriate, depending on the maturity of your pupils, and be prepared to talk through any sensitive issues that arise.

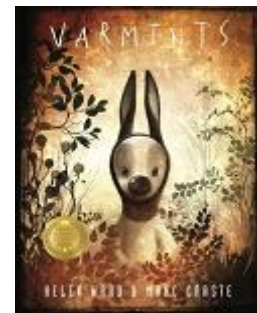
The Journey,
Francesca Sanna.



A Child's Garden, A Story of
Hope,
Michael Foreman,



Varmints,
Helen Ward.



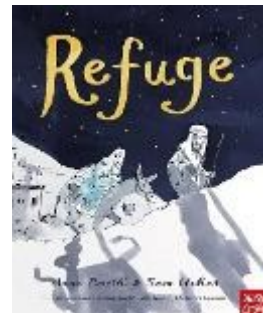
The Island,
Armin Greder.



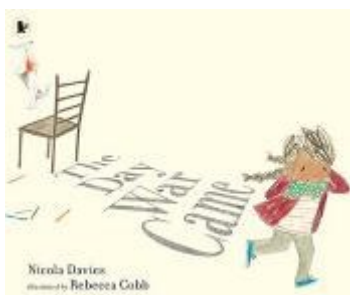
Azzi In Between,
Sarah Garland.



Refuge,
Anne Booth.



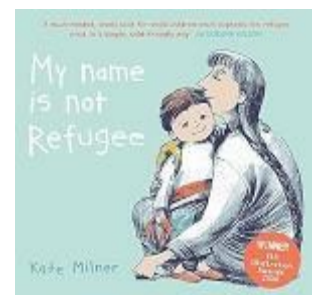
The Day War Came,
Nicola Davies.



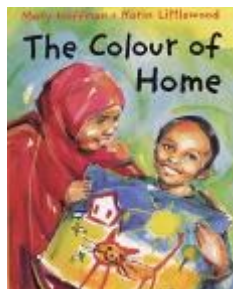
Lubna and Pebble,
Wendy Meddour.



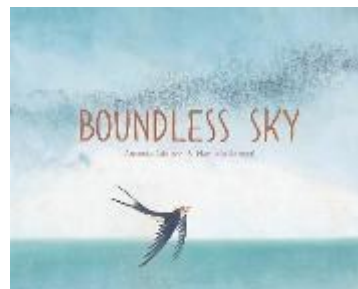
My Name is not Refugee,
Kate Milner.



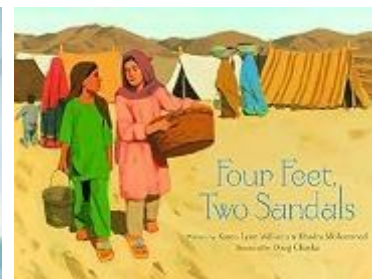
The Colour of Home,
Mary Hoffman.



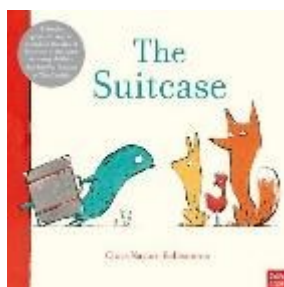
Boundless Sky,
Amanda Addison.



Four Feet, Two Sandals,
Karen Lynn Williams.



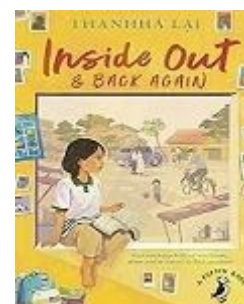
The Suitcase,
Chris Naylor Ballesteros.



Wisp, A Story of Hope,
Zana Fraillon.



Inside Out and Back Again,
Thanhha Lai.



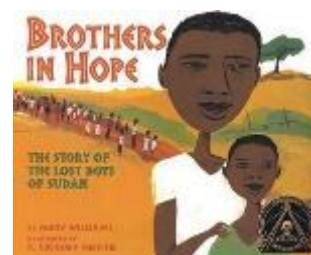
My Name is Hope,
Gilberto Mariscal.



The Silence Seeker,
Ben Morley.



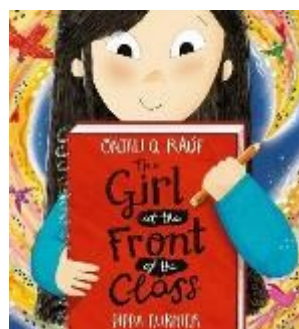
Brothers in Hope,
Coretta Scott.



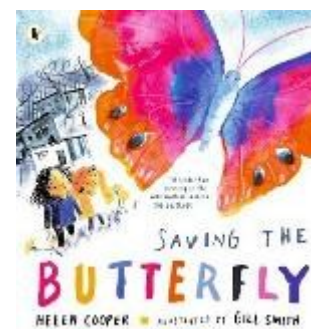
Dreamers,
Yuyi Morales.



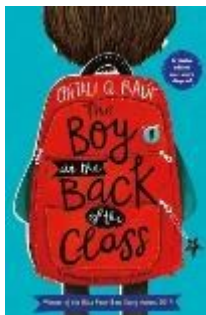
The Girl at the Front of
the Class, Onjali Raúf.



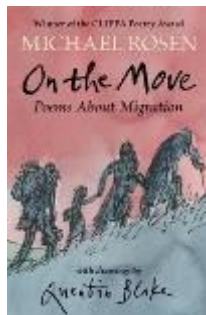
Saving the Butterfly,
Helen Cooper.



The Boy at the Back of the Class,
Onjali Raúf.



On the Move,
Michael Rosen.



What You Need to be Warm,
Neil Gaiman.



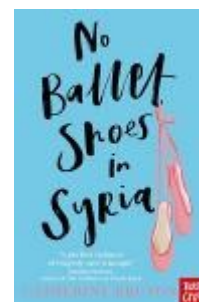
After Tomorrow,
Gillian Cross.



Who Are Refugees and
Migrants?
Michael Rosen and Anne Marie
Young.



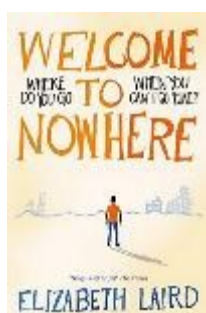
No Ballet Shoes in Syria,
Catherine Bruton.



Boy, Everywhere,
A.M. Dassu.



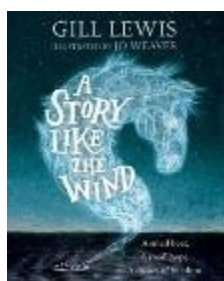
Welcome to Nowhere,
Elizabeth Laird.



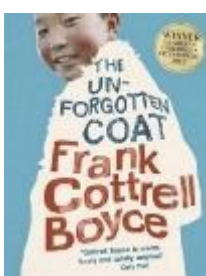
The Fox Girl and the White
Gazelle,
Victoria Williamson.



A Story Like the Wind,
Gill Lewis.



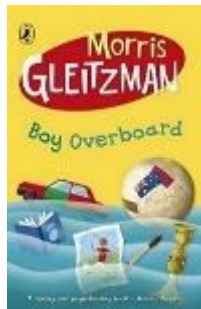
The Unforgotten Coat,
Frank Cottrell-Boyce.



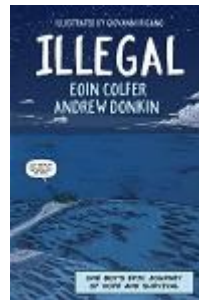
When Stars are Scattered,
Omar Mohammed and Victoria
Jamieson.



Boy Overboard,
Morris Gleitzman.



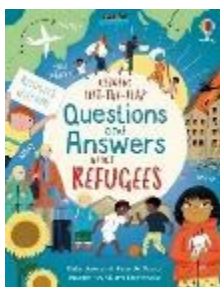
Illegal, Eoin Colfer,
Andrew Donkin.



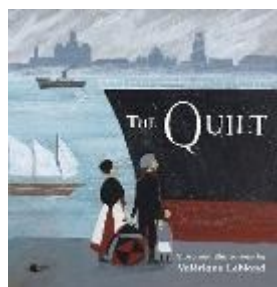
Refugee,
Alan Gratz.



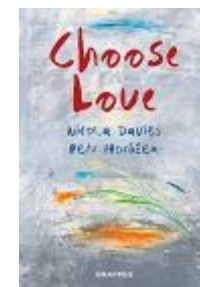
Questions and Answers about
Refugees,
Katie Daynes.



The Quilt,
Valérie Leblond.



Choose Love,
Nicola Davies, Petr Horáček.



Useful Websites

[Time Magazine: What refugees carry with them](#) and [here](#).

[What's in my Bag?](#)

[What Would You Bring?](#)

[Christian Aid Resources for Schools](#)

[Christian Aid Collective Worship Resources](#)

[Christian Aid Global Neighbours Award](#)

[CAFOD Resources for Schools](#)

Oxfam Education [Stand with Refugees](#)

[UNHCR](#)

UNICEF UK [In Search of Safety](#)

[Schools of sanctuary](#)

British Red Cross, [Refugees and Migration teaching resources](#)

Useful Websites cont:

BBC [Resources for Refugee Week](#)

Amnesty International [Resources for Schools](#) Including [Football Welcomes Refugees Refugee Week](#)

[In Others' Shoes](#), lesson plans for KS1 – KS4 exploring globalization and migration

[Reboot Education](#) includes links to many other resources on themes of migration, social justice, war and conflict etc

[Healing Classrooms](#), a programme to support schools in creating inclusive, welcoming spaces for refugees and asylum seekers.

[Refugee Action Schools Pack](#) practical suggestions for KS1 and KS2, including how to welcome refugee children to your school.

Hampshire County Council [EMTAS Guide](#) to supporting refugees and asylum seekers.

[On-the-Move Teachers-Notes.pdf](#) Walker books Teachers' notes for On the Move by Michael Rosen

Bags of Hope

2025-26 RE Unit of Work: Key Stage 1

This is an optional scheme of work for Year 2, that links to this year's Diocesan project **Bags of Hope**, and the 2026 leavers' services. The resources explore the concept of **Welcome**, linked to stories of refugees and migration. The lessons follow the cycle of enquiry in *Living Difference IV*, but you can adapt this if you follow a different Agreed Syllabus.

This can be a challenging topic for younger children, so please use your professional judgement and your knowledge of your children, to decide which resources and activities will be most appropriate. There are more ideas here than you will be able to use, but we hope some of them will generate good discussions with your class, or inspire you to develop your own enquiry.

Children will be exposed to a range of different ideas about refugees and asylum seekers. These resources are intended to present a range of stories and gently help them to think for themselves. They are not intended to tell pupils what to think, or to put words into their mouths. We hope that our classrooms can be places where children learn to listen respectfully to different points of view and to disagree well.

Some of these ideas have been developed from the Winchester and Portsmouth Diocesan *All Are Welcome* project, which you can find on the Winchester diocesan website [here](#) and the Portsmouth diocesan website [here](#). Some of these materials are also drawn from the Understanding Christianity KS1 Gospel resources, which talk about ways that Jesus offered friendship to those who were left out by other people.

Communicate and Apply: What does Welcome mean?

Play the Bruno Mars [Welcome Back](#) song from Rio 2, where Roberto welcomes Jewel back to the Amazon.

Would you feel you'd been welcomed if somebody sang to you like that? Why/ why not?

If not, then what else could Roberto have done to welcome Jewel home?



Do the class know how people in different countries welcome each other? Some people in England shake hands (*ask the children to do this*) In France and Spain they may give a kiss on the cheek. (Or two, or even three!) People often think that Eskimos rub noses, in some African countries you give people a glass of water and in Hawaii you might welcome someone with a garland of flowers.

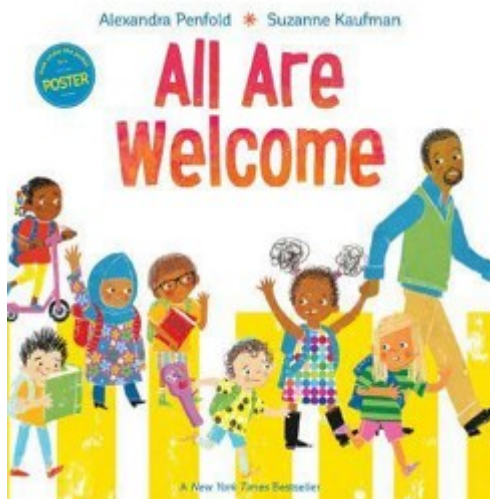
You might like to show them some of the pictures on this website [Greetings around the World](#) and see if the children can copy some of the actions.

Can the children think of any more ways to welcome people? Fist bumps? High five? Bowing or clapping?

Ask them to work in pairs and invent a new way to greet people.

What would their faces and body language look like if they weren't being friendly and welcoming? Ask them to show you different ways, such as turning their back on someone, folding their arms and looking grumpy, holding their hand up to say go away.

Establish that there are lots of different ways to welcome somebody, but the important things are the feelings of being friendly and open.



Use the picture book 'All Are Welcome' by Alexandra Penfold, to explore the idea of everyone being welcome in our class or school, whoever they are and wherever they come from. The book is available [online](#), but it's best if you can share a real book together.

Look at the different people on the front cover and ask the children what they notice about them, what is the same? What is different? Why do they think the book is called 'All Are Welcome'? Why is it important to be welcoming? What would happen if the book was called 'Some People Are Welcome?' Would that be all right?

- Look at the line, 'In our classroom safe and sound, fears are lost, and hope is found'. What do we think this means? Can you give an example of how someone might feel safe in school? How could our school make sure that we have hope?
- Look at the line, 'We're part of a community'. What is a community? Why do you think the children in the book feel that they are part of a community?
- Look at the line 'our strength is our diversity'. Ask the children what it would be like if everyone was the same? What would be good about that? What would be bad? Why is it good to have people that are different? Think about a football team, a school or a family – we all have different gifts, talents and weaknesses. What other example can pupils give? E.g. members of a band or orchestra.
- Look at the last two pages and notice how all the families are different, not just the children. Do we think this is important? Why?

Alternatively:

You could use the film clip of [Paddington](#) being put on the boat by Aunt Lucy to sail to England. What hopes and fears does he have? How does Aunt Lucy reassure him that everything will be alright?

Do the people in London welcome Paddington when he arrives at the station? Why do you think this is?

How could we have welcomed Paddington and made him feel at home? Give him a marmalade sandwich? A hot bath and a bed for the night? What else? How would these things have made him feel welcome?



Or:

'Lost and Found' by Oliver Jeffers explores some of the same themes. Why do the class think it is called Lost and Found? What alternative titles can they think of?

What is the theme of the book? Can you link it to any of your school values? E.g. courage, love, hope? Does the book say about belonging and feeling safe?

Why does the boy want to send the penguin back home?

If the penguin could talk, what do we think he would say?

How does the boy change through the story?



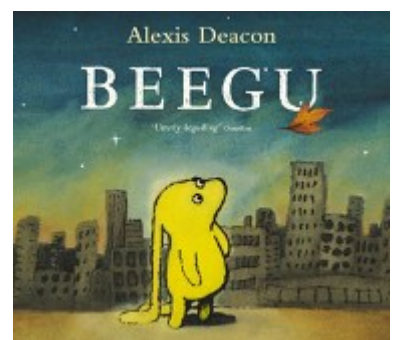
'Beegu' by Alexis Deacon is another good book to use to explore the concept of welcome.

What might have happened in a prequel to the story – how do you think Beegu arrived on Earth?

Why do you think the adults are so unfriendly to her?

How does Beegu feel at different points in the story?

How do the children make her feel welcome? What else could they have done?



What other books or films can the class think of which explore the theme of welcoming strangers? There are lots of other suggestions about welcoming asylum seekers in the book recommendations at the end of this resource.

Inquire (Part 1): Jesus welcomes outsiders

One of the striking things about the stories of Jesus was the way he reached out to the 'left out' people in his world, whether this was tax collectors like Zacchaeus, or children, who were often seen as second class citizens.

Zacchaeus

In Jesus' day, Israel was part of the Roman Empire. There were Roman soldiers who told people what to do, and the Jews had to pay lots of money on taxes to keep the Romans happy. Tax collectors like Zacchaeus were very unpopular, because they worked for the Romans, and also because they often charged people too much and kept the extra money for themselves. Often the Roman soldiers would protect the tax collectors when they were taking people's money.

The Understanding Christianity KS1 Gospel resources focus on Matthew the tax collector and give some more background information about how tax collectors were seen as outsiders.

Use a children's story Bible, such as the Desmond Tutu *Children of God Storybook Bible*, to tell the story of Zacchaeus, or watch one of these animated versions. [Saddleback Kids](#), the [Lego Bible](#), or [God's Story](#). Note that these videos are intended for children in church, so you need to decide if they're suitable for your class.

It may be that someone in your local church has experience in telling **Godly Play** stories and would be able to do this with your class. The Diocese has a [library](#) of Godly Play resources, including the story of Zacchaeus, which are kept at St John's Church, Hedge End in Southampton. You can watch a You Tube video [here](#) and find the script [here](#) (but don't try using the video with your class, Godly Play needs to be done live!).



There are lots of ways you could unpack the story of Jesus with your class, such as:

- Hot seat
- Freeze frames (ask what the different characters are thinking or feeling.)
- Add music or sound effects
- Create an emotions chart
- Conscience Alley (should Zacchaeus come down from the tree or not?)



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One technique is to give pupils a picture of Zacchaeus and a piece of paper folded into three. Ask them to draw what they think was happening an hour before and an hour after. (Or a day, before, a week before....)

Who are the 'left out' people in today's world? Would Jesus have welcomed them? Should we try to welcome them too, or are things different now?

Don't force a conversation about asylum seekers or refugees, but if children bring it up, this is a good opportunity to talk about how we treat people who might be seen as outsiders.

Use an interactive way to get children to respond to these questions. For example:

Continuum line



Mark a line on the classroom floor with masking tape, rope or similar. Label one end 'agree' and the other 'disagree'. Ask the children to stand on the line to show how far they agree or disagree with a series of statements. Some children can explain their thinking, or can discuss with the person standing next to them.

Four Corners



Label the corners of your room Agree, Agree strongly, Disagree, Disagree strongly. Read out different statements and ask pupils to justify where they are standing. Encourage them to change their minds and move if they'd like to, once they've heard a few other opinions.

Giant Steps



Ask the children to stand in a line. As you read out a series of statements they take a giant step forwards if they agree strongly, a small step if they agree a little, they stand still if they're not sure, or take a step backwards if they disagree. Ask some of them to explain why they moved as they did

Shuffle Debate



Ask the children to stand in two lines facing one another. They begin to discuss the question with the pupil opposite them. Ask the child at one end to move to the other end of their line and everyone shuffles down one place and talks to a new partner. You can keep going for as long as the class stay engaged.

Inquire (Part 2): Jesus welcomes children

Show this picture from [Jesus Mafa](#).

What do they notice? Can they spot anything in the picture that nobody else will have seen?

What do the children think is happening in the picture? Who is being welcoming? Can they see anyone who isn't being friendly?

Read the story of Jesus welcoming the children from Mark 10:13-16. Use a story Bible such as the Lion Storyteller Bible (page 128) or the Desmond Tutu Children's Storybook Bible

(Chapter 34.) Ask the children if they can make three connections between the story and the picture (E.g. lots of children are coming to Jesus, he's welcoming them, he's blessing them.)

Is anything missing from the picture? What about the grumpy adults who tried to keep the children away?

Explain that in those days, many people thought that children weren't very important, and so they thought it was wrong for Jesus to spend time with them when he could have been talking to the grown-ups. How did Jesus challenge this idea in the story?

Ask the children to act the story out in small groups, or create freeze frames and ask different characters what they are thinking or feeling at different points in the story.

Why do they think that some of Jesus' friends tried to stop him welcoming the children? Did they think Jesus was too busy? Or that the children weren't important enough? Or was there another reason?

You could also use [this video](#), or [this one](#) from Saddleback Kids. Note that these are aimed at Christian children in churches, so you will need to decide if they are suitable for an RE lesson.



What do we learn from these stories about the way that Jesus welcomed people?

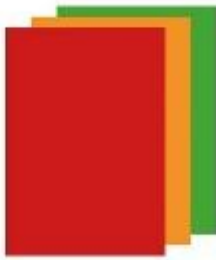
Should we welcome people who are like us?

What about people who don't look like us, or who come from a different country, or speak a different language? Do we think we should welcome them, or not? Why / why not?

Use one of the interactive techniques from the previous lesson, or one of the strategies below to respond to these statements:

- The best way to welcome someone is to say the word 'welcome.'
- Jesus welcomed everybody, whoever they were.
- Jesus wouldn't have welcomed people who were unkind or who behaved badly.
- It wouldn't really have mattered if Jesus hadn't welcomed the children.
- The children in the story were happy that Jesus had welcomed them.
- It's especially important to welcome people who look like or sound like us.
- We should make a special effort to welcome people who are different from us.
- Sometimes it can be hard to welcome people.

E.g. Stand up if you agree, sit down if you disagree.



Traffic Light Cards

Ask the children to hold up a red, yellow or green card to show whether they agree, disagree or are undecided about a statement. This enables you to choose children with a range of opinions to get the discussion started. It also gives the quieter pupils a chance to take part in the conversation.



Fist to Five

Similar to the traffic lights response, the children hold up a fist if they disagree, three fingers if they partially agree and all five fingers if they completely agree. This gives instant, visual feedback on their thoughts and feelings, and is a good way to get introverts involved.

Contextualise: How Christian Churches Welcome People

If you can, visit a local church for signs of how they welcome people – is there a welcome sign outside? A welcome desk? A welcome team? A coffee area? Pupils could take photos of themselves demonstrating friendship or welcome in some of these spaces – make it fun and encourage them to show welcoming gestures or body language.

If it's not practical to take the class, you could take photos beforehand (perhaps with the class teddy?) Which areas are the most welcoming? Compare Teddy in the carpark, with Teddy in the church coffee shop. Or you could invite a member of the local church to come in and talk about how they welcome people. Do they have a group to support older people or young mums or people with additional needs?



How do Christians welcome 'outsiders'?

You would expect a church to welcome their own members, or people from the local village or community. Some churches are working really hard to welcome asylum seekers and refugees. Why might they think this is important? Is there anything in Jesus' life (see previous lessons!) or in his teaching which might encourage Christians to welcome strangers? Pupils may know the story of the Good Samaritan where it's an outsider who looks after the man who's been attacked, or possibly the story of the sheep and goats (Matthew 25) where Jesus tells his followers to welcome strangers.

Show pictures of a church that is trying to love their neighbour. Remember that Jesus said your neighbour can be anybody, not just someone who looks like you or sounds like you.

These photos are taken from the video [Jesus was a Refugee](#), about Halton Trinity Methodist Church in Runcorn, which is supporting refugees and asylum seekers with English language classes, IT support, food and friendship. There are also suggestions for local churches that work with refugees in the contextualise section of the KS2 Bags of Hope resources.

Other churches organise events like cookery classes, football matches and family days to help people feel that they're part of a community.

Is this a good example of following Jesus? Why / why not?

What might Jesus say or do if he visited one of these churches?



Supporting Refugees at Halton Trinity Church, Runcorn.

Evaluate: How can we Welcome People?

Talk with the children about what they could do to welcome a new child into their class or school, or a new family to their street? What if they spoke a different language, or dressed differently, or ate different food from them? Would that make it harder to be welcoming? What could they do to help the new child feel at home?

How could you make your classroom as welcoming as possible? Could you make a special sign or song? Could you choose some children to be official welcomers? Perhaps you could invite a visitor in and make a special effort to make them feel welcome? Could you do something linked to the new reception class visiting the school?

You could use a handshake outline such as this and ask pupils to complete the sentence: 'Welcome means....'

These could be turned into a class mobile.

Or talk to your local church or a local charity and see if there's a way you could support their work of welcoming people.

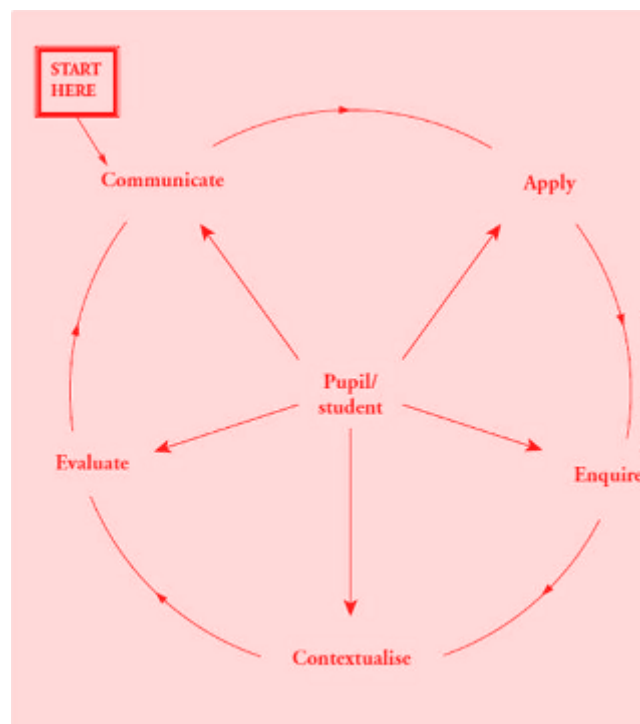


Communicate and Apply: What does Welcome mean?

Talk about different ways of greeting someone. Use the book *All Are Welcome*, or *Beegu* or a clip from *Paddington* to explore the idea of making other people feel welcome.

Evaluate: How can we Welcome People?

Discuss how we could make a new child welcome in our class, or welcome a new family. Consider organising a tea party or something similar, or asking a local charity how you could support their work welcoming outsiders.



Inquire (1): Jesus Welcomes Zacchaeus

Use the story of Zacchaeus to talk about Jesus welcoming people who were often left out by others.

Inquire (2): Jesus Welcomes Children

Discuss the way Jesus welcomed children (who other people often thought weren't important). What does that tell us about welcoming others?

Contextualise: How Christians Welcome People

If possible, visit a church to see how they make people feel welcome. Look at an example of a church that welcomes outsiders such as refugees and asylum seekers. What would Jesus think of this? Is it a good way of following his example?

Bags of Hope

2025-26 RE Unit of Work: Upper Key Stage 2

This is an optional scheme of work for Year 6, that links to this year's Diocesan project **Bags of Hope**, and the 2026 leavers' services. The resources explore the concept of Hope, linked to stories of refugees and migration. The lessons follow the cycle of enquiry in *Living Difference IV*, but you can adapt this to follow a different Agreed Syllabus.

Clearly not everyone agrees with the idea that we should welcome strangers. Some of our pupils will come from homes that believe something very different, and Christians also interpret the Bible in different ways. It is important that we don't tell our pupils what to think, or put words into their mouths, but give them opportunities to hear different stories and make their own minds up. These lessons will include opportunities for debate and discussion, and we hope that children will learn to respect one another and to 'disagree well.'

Pupils in Years 5 and 6 will probably be familiar with the story of Moses and The Exodus and Jesus' parable of the Sheep and the Goats, so you can build on these to go into more depth about the concept of hope and welcoming strangers.

There are more ideas here than you will be able to use, but we hope you will use your professional judgement to select learning points that will land well with your class. We would love to hear how you get on!

Communicate: What is hope? Why does it matter?

Explore the theme of hope using one or more of these ideas, depending on your own interests and those of your class.

Song: [Something Inside So Strong](#), Labi Siffre (Lyrics [here](#).)

Labi Siffre has said that he wrote this song in 1984, inspired by watching a television documentary about Apartheid in South Africa, which included a scene where white soldiers were shooting Black civilians in the street.

Does knowing this context change how we listen to the song? Which words in the song speak about the concept of hope? What other messages are there in the song?

Labi Siffre says that the song also speaks about his own experiences of feeling misunderstood when he was growing up. How could the song give hope to someone who feels hopeless?



Is there anything in the way the video has been filmed that reinforces this message? E.g. in his body language, or the setting?

Do you think music is a good way of protesting about something in the news and offering hope? What would you write a protest song about? Is there anything in the world today that you think needs drawing to people's attention?



Another song about hope is [A Better Place: Songs Around the World](#) by Enzo Bueno. (Lyrics [here](#).) Enzo Bueno is a founder of the Playing For Change movement, who believe that they can use music to connect people and make the world a better place.

Strategies for analysing songs:

Listen twice - the first time, just listen for enjoyment, while following the lyrics.

The second time, highlight / circle words they think are important or interesting.

Consider questions such as:

Who is telling the story? What's their viewpoint or perspective?

What's the mood of the song? Does this come more from the lyrics or the music?

Is there any figurative language in the song? Why do you think it is there?

Is the song saying anything about human behaviour or society?

What is it about the song that makes it stand out?

Other songs about hope could include [Lean on Me](#) by Bill Withers, [I Hope you Dance](#), by Ronan Keating, or [Hope](#) by James Bay. What suggestions do the class have? Could you put together a Hope playlist? Who would be the intended audience? Is there a message you want to communicate? Which order should the songs appear in? Which songs are best at expressing the concept of hope?

Alternatively:

There are many children's picture books that express the theme of hope, especially in the context of refugees, such as *The Journey* by Francesca Sanna; *A Child's Garden: A Story of Hope* by Michael Foreman; *My Name is Hope*, by Gilberto Mariscal; *Wisp: A Story of Hope* by Zana Fraillon, or *The Day War Came*, by Nicola Davies.

There are more book recommendations at the end of this booklet.

These are all available on You Tube, although sharing a real book together is preferable!

What do these songs and books have in common?

Is there a difference between just hoping that things turn out well and hope that is based on something real? Can pupils give examples to show the two different kinds of hope? E.g. hoping you get something special for your birthday, or staying positive when things are hard.

The Christian concept of hope is not about wishful thinking ('I hope it doesn't rain,' 'I hope my team wins,') but about trusting in something secure. Christians would say this is about believing that God will keep his promises. Hope has more to do with working to make the world a better place, even when things are hard.

What metaphors for hope can pupils think of? E.g. darkness to light, light at the end of a tunnel, a seed growing into a plant, sunrise, a rainbow

What does hope mean to me? Ask pupils to create a mind map or drawing expressing one or more symbols of hope. **OR:** Create a 'Hope Wall,' write or draw *What gives you hope?* Think about hopes for your own life, for your community and for the world.

The Internet has lots of examples of displays based on the concept of hope.



Apply: Hope on the move, refugee stories.

Some of the activities in this section are adapted from the Christian Aid Refugees 'Far From Home' Assembly resources, which can be downloaded [here](#) from the Christian Aid website.

Ask pupils to think about what makes their home special. Is it the possessions they have, or the people they share it with? What feelings do they associate with home? E.g. Safety, comfort, warmth, fun....

Have they ever had to move house? What were the good things and the bad things about that? What if they were made to leave their home when they didn't want to?



Show pupils a selection of objects that they might choose to take with them if they were made to leave home in a hurry. Ask them to place the objects on a continuum line from most important to least important, giving reasons for their choices. Do they all agree?

OR: In groups, imagine that they had to leave their home and could only take three things with them. What three things would they take? Draw up a list, or draw their three most treasured possessions.

Would they be able to carry everything if they had to walk for miles? Ask everyone in the group to cross off one of their items. Now imagine that the situation is getting worse, they have been on the move for several days and will have to leave another item behind. What is the single item they have left? Why have they chosen this one thing?

This [website](#) contains an interesting collection of photos of items that refugees have taken with them and why.

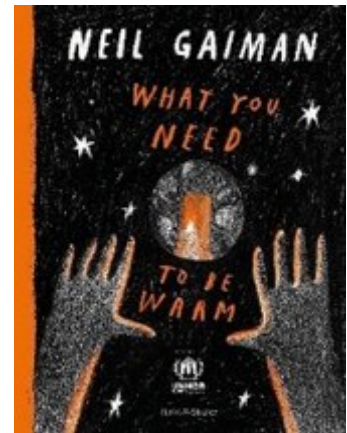
After Tomorrow by Gillian Cross, is an interesting twist on the typical refugee scenario, where an English family is forced to leave England after the country falls into anarchy and they have to decide what to take with them to the refugee camp in France.

What You Need to be Warm by Neil Gaiman is a poem based on people's memories of their homes before they were forced to leave because of war. The items include a home made blanket and a badly-knitted scarf. You can hear Neil Gaiman reading the book [here](#) on YouTube.



Perhaps your class could create their own list poems of 'what you need to be warm'? Here is one example:

The warmth of a smile
Hugs and fire
A snuggle with grandad
Hot chocolate
Cups of tea
My hot water bottle
Friendship and family



Christian Aid is one of many organisations that tries to help people on the move, by giving them items such as blankets and water purification tablets, as well as providing for some of their emotional needs, such as security and peace. The PowerPoint presentation [here](#) and the accompanying notes explain some of the reasons why people are forced to leave their homes, including war, natural disasters and climate change.

The Christian Aid game [Safe Place Ludo](#) is another good resource for exploring some of the reasons why



people leave home, and there is a short video on the same page, where some young refugees in Lebanon talk about their hopes and dreams for the future.

What part do you think hope plays in these journeys to a new future?

Use a technique such as [Pose, Pause, Pounce, Bounce](#) to debate whether refugees can still have hope.

1. Pose



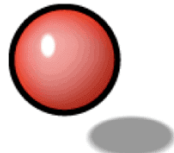
2. Pause



3. Pounce



4. Bounce



There is always
hope, even when
people have lost
so much.

Do you agree with this statement? Why?
Why not?

The **Three Heads** activity is a good way for pupils to use empathy and imagine different people's responses. Ask them to think about the hopes and fears an asylum seeker might have as they leave everything behind and set out for new country. They write a different response in each of the heads.



This also helps them realise that people become refugees for many different reasons and will have very different feelings and experiences.

Possible responses might include:

- At least we'll be safe now, there'll be no more bombs and fighting.
- This isn't what we'd have chosen, but my family will be able to make a fresh start. I hope people will be friendly and welcoming.
- What if I can't speak the language and I don't understand what anyone is saying? What if I get bullied in my new school?
- I hope this is only for a short time and that we'll be able to go home soon!
- I'm really going to miss my friends and family back at home.

There are also some excellent resources on the CAFOD website [here](#) and from UNHCR [here](#) including a short film about a Syrian girl Rahf who wants to be a karate champion [here](#), and 11 year old twins Malak and Takwa from Syria, who have just bought a rabbit [here](#).

You may also like to explore some of the prayer space activities included in this booklet and on the [Prayer Spaces in Schools](#) website, to bring the subject of refugees to life for your pupils.

With a mature class, you might consider reading the poem '[We Refugees](#)' by Benjamin Zephaniah, but you will need to use your professional judgement to decide if this is appropriate for your class.

Inquire (Part 1): Hope in the Bible, Moses and the Exodus

Both the Hebrew Bible (The Old Testament) and the New Testament are full of verses and stories which encourage Jews and Christians to welcome strangers. This is often based on the idea that the Israelites were once slaves in Egypt, before Moses led them to freedom through the Red Sea. This event is known as The Exodus. It is a key story for Jews, and most of them remember it each year at the Passover festival. Your class may know this story if they have learned about the Passover, or studied the *Understanding Christianity* 'People of God' unit on the story of Moses. You could recap the story with this [BBC Video](#), or this clip from [The Prince of Egypt](#) which shows Moses leading the Israelites across the Red Sea to safety. Many Jews sing a traditional song [Dayenu](#) at the Seder meal during Passover, which reminds them of all that God did for them in the Exodus. Your class may enjoy this [mash-up by the Maccabeats](#).

You could use a technique such as [Conscience Alley](#), to explore whether the Israelites should stay in Egypt ('best stick with what you know') or venture into the unknown ('It's not safe here, better to look for a new life somewhere else.')

Where is there hope in the Exodus story? Maybe the Israelites believed that God was on their side? That they were travelling to a safer future with no slavery? Maybe Moses inspired them with a vision of a better life?

What other emotions do you think the escaping slaves might have felt? Why?

Which of your school Christian values can you find in the Exodus story? Courage? Love? Respect?

What other values does the story link to? Justice? Peace? Something else?

After the Exodus, Jews and Christians believe that God gave Moses the Ten Commandments and many other rules and regulations to help them live fairly in the Promised Land and treat others well. These include rules such as Exodus 23:9, "Do not mistreat a foreigner; you know how it feels to be a foreigner, because you were foreigners in Egypt;" Deuteronomy 10:19, "Show love for foreigners, because you were once foreigners in Egypt;" and Leviticus 19:33 – 34, "Do not ill-treat foreigners who are living in your land. Treat them as you would a fellow-Israelite, and love them as you love yourselves. Remember that you were once foreigners in the land of Egypt. I am the LORD your God". These instructions also tell the Israelites that foreigners should be protected by law and should be included in their festivals and celebrations. Apparently there is only one verse in the Old Testament telling people to love their neighbour (Leviticus 19:18) but 36 verses telling them to love strangers and this is the most common commandment in the Hebrew Bible.

The story of Moses leading the people out of slavery into freedom has inspired people through history, such as the slaves in the southern states of America (see the spiritual [Go Down Moses](#) (Let My People Go)), Martin Luther King and the Civil Rights Movement, and Nelson Mandela in the fight against Apartheid in South Africa.

Why do the class think it is such a powerful story? Is it still relevant today? Which groups of people might find hope or encouragement in this story?

This [CAFOD film](#) links the modern refugee crisis to the Exodus story. CAFOD is the Catholic Agency for Overseas Development. Explain that the Pope is the head of the Catholic church and ask if your pupils agree with the (previous) Pope's statement that we should greet migrants as our brothers and sisters? Why / why not?





Be aware that feelings on both sides of this debate can run high. Encourage the class to listen respectfully to each other's points of view and to base their arguments on what you have been learning in RE about hope, the Exodus story and factual information about migration. Ideally our classrooms can be safe spaces where everyone can speak kindly and disagree well.

It can help to defuse a heated discussion by focussing on a P4C technique such as [Agree, Build, Challenge](#).

Giving a new opinion

I think that...
My opinion is..
I believe that..
In my view ...

Agreeing

I agree with because...
I would argue the same thing because...
The reason I agree with... is...
That is an interesting point because...

Building

I would like to build on's point because...
I agree with ... but I need to add...
In addition to's point...
Building on what ... said...
That is a good argument however it needs...

Challenging

I don't think ... is right because...
I would like to challenge this because...
I disagree with...because...
My own view is different because...
This view is incorrect because...

Inquire (Part 2): Jesus' Teaching

Jesus was a Jew. He would have known the Exodus story well and would have celebrated the Passover festival and retold the story each year (Which meal did he share with his friends which was a Passover celebration? The Last Supper, which Christians remember in the Communion / Eucharist service.) He taught his followers the importance of welcoming strangers and also modelled this in his own life.

Can your class think of any stories Jesus told about this, or examples in his own life where he welcomed strangers and outsiders? E.g. the Good Samaritan, befriending Zaccheus, welcoming the woman at the well, many of the healing stories. Jesus and his family became refugees when they had to flee from King Herod.






One of the most important places where Christians find Jesus' teaching about how to treat strangers is the **Parable of the Sheep and the Goats** in Matthew 25.

This is a parable (a story with a meaning) about a judge who divided people into two groups, like a shepherd separating the sheep and the goats in their flock. Lots of people in Jesus' time were farmers or shepherds, so they would have been used to doing this, because sheep and goats looked quite similar, but had different needs and ate different kinds of food, so he was using language and describing a situation that his listeners would have understood.

In Jesus' story, the judge separated the sheep and goats because he was pleased with the sheep and was going to reward them, but not the goats. When the crowd asked Jesus about this, he explained that the 'sheep' had helped other people – they had given food to people who were hungry and had welcomed strangers. They had looked after those who were sick and visited people in prison. Because of this, the judge (or God) would reward them. The 'goats' hadn't done any of these things.

You can find the story in [Matthew 26:31 – 46](#).

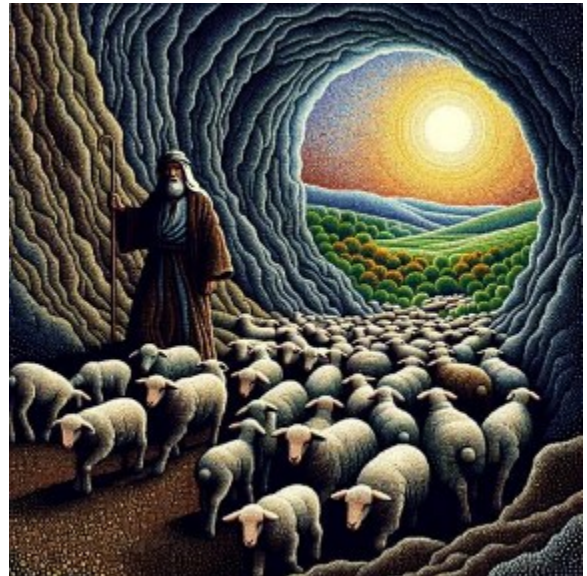
To help your pupils engage with the text, they could use symbols like these to annotate the story, or highlight the words they think are important – or use other techniques they are familiar with from guided reading.

	I have a question.
	Thoughts.
	Love this.
	Surprising.
	Important.

Which of the works of art on the following page is best at portraying the parable of the sheep and the goats? Why? Which expresses the meaning of the story most clearly? Which is best at conveying the idea of welcoming the stranger? How would you illustrate the story?



J B Browne, 'The Sheep and the Goats.'



'The Sheep and the Goats.' (AI)



Brian Whelan, 'Acts of Mercy.'



Organise a shuffle debate. Ask the class to form two lines facing each other and give them some - or all - of these questions to discuss. At regular intervals, ask the child at one end of a line to move to the other end and everyone to shuffle up one place, so they have someone new to talk to.

You can also do this in two concentric circles and ask everyone to move one place to the right, but this will take slightly longer to set up.

- How do you think the parable relates to the work we have done on refugees and migrants?
- Why do you think Jesus places so much emphasis on looking after the poor, the hungry and outsiders?
- Do you think this is still relevant today?
- What would you say to a Christian who said that Jesus didn't mean us to take this story literally?
- Does this parable only apply to Christians, or should other people listen to its message too?

Contextualise: Christian hope today, faith in action

How are Christians today trying to give hope to migrants and refugees?

Find out if there is a church in your area that works with migrants and ask someone to come in and answer your pupils' questions – or arrange a visit if that's practical.

For example, St Luke's Church, Southsea run a [Refugee Hub](#) with Portsmouth City of Sanctuary. City Life Church in Southampton runs [Clear](#), a project that supports migrants with legal advice, English lessons and practical support. [ICN](#) is a Christian charity in Bournemouth helping asylum seekers and migrants.

[Welcome Churches](#) is a nationwide network, helping new arrivals to the UK. They have link churches in locations such as Basingstoke, Andover, Winchester, Eastleigh and Newbury.

Alternatively, ask pupils to work in groups and research one of these Christian organisations who work with migrants, then present their findings to the rest of the class. Let them choose what format their presentation takes (PowerPoint, poster, leaflet, dramatization, news report, advert, etc) so they have ownership of their work.

Possible charities include:

[Christian Aid](#)

[TEAR Fund](#)

[Sanctuary Foundation](#)

[CAFOD](#)

[Refugee Roots](#)

[Churches Refugee Network](#)

[Church of Sanctuary](#)

You could also use this video, [Jesus was a Refugee](#), which features Halton Trinity Methodist church reaching out with language classes, cultural awareness training, IT support, food and friendship.

Christians are obviously not the only people who work with refugees and asylum seekers. You could also find out what people from other religions and worldviews are doing. For example, you can read a Humanist perspective [here](#). The Muslim Council of Great Britain have information about their work welcoming refugees [here](#) and you can read about the Jewish voice on refugees and migrants [here](#). If you have children in your school from a particular culture or community, you could ask pupils to investigate migration from there and find out how they are offering hope to refugees.

Evaluate: What does hope mean for us?

What have we learned about hope? Have our ideas changed at all?

You could try one of these practical ideas:

Make a school – or class – welcome pack, based on Matthew 25 and your school values.

Talk to a local charity or refugee organisation about practical ways you could support asylum seekers in your area.

Create your own version of Neil Gaiman *What we need to be warm* based on your learning about the Exodus story and the Sheep and the Goats – or create your own poem / rap / song about offering hope.

Ask your children to use art to express their learning about hope. This could include collage, 3D sculpture, dance, photography etc. You could hold an exhibition in the school hall or local church, and invite parents and the local community to view the children's work. Consider offering tea and cake.



You could use some of the art ideas in this booklet, or you might choose to do this through the NATRE [Spirited Arts Competition](#). This is an annual competition hosted by the National Association for RE Teachers. 2025 themes included 'Living in a Diverse World,' 'Stories that Change Lives' and 'Making Sense of Life.'

You will be able to see a gallery of past winning entries on the [NATRE website](#), and the 2026 themes are likely to be published in November 2025. There is a useful sheet of sentence starters to help pupils talk and write about their work.



Prompts for pupils' writing

Pupils might use a selection of these. Approximately 8 makes a good set, but please don't use them all!
Adapt them freely for different age groups and in any way suitable. Written commentary on artwork should be under 400 words.

- The title I chose is ... because ...
- The deepest thing about my work is ...
- The religion that inspired my work is ...
- My RE art work ...
- This art work is spiritual because ...
- I think my work connects to religion because ...
- A quote from a holy book that fits with my work is ...
- I've been investigating ...
- This picture is all about ...
- My 'Art is Heaven' work is about ...
- In RE it is good to explore ... so ...
- Doing this work has made me think ...
- I've tried to show my thoughts/ideas/vision/feelings by ...
- I've discovered ...
- In my picture, you can see ...
- What I like best about my work is ...
- I hope people will notice ...
- This work has helped me to realise ...
- If you look carefully at the work, you will see ...
- My vision is ...
- To make the image, what I did was ...
- I like the theme I have been working on because ...
- My main ideas are ...
- My inspiration came from ...
- While I was making this, I thought a lot about ... and I would like to say ...

Communicate: What is hope? Why does it matter?

Use songs or picture books to discuss Hope and come up with a definition. Discuss the difference between hope as wishful thinking and hope that tries to make the world a better place.

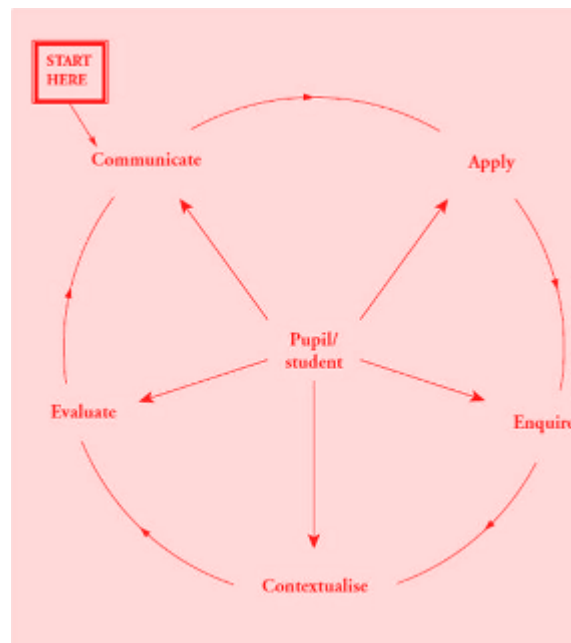
Apply: Hope on the Move, Refugee stories

What do pupils value most about their homes? What would they take if they had to leave home suddenly? Explore some of the reasons why people become refugees and the organisations such as Christian Aid that care for them. Can refugees still have hope?

Evaluate: What can we do with hope?

Respond creatively, e.g. through the Spirited Arts competition.

Or create a welcome pack for asylum seekers and refugees, or ask a local charity or organisation how you could help them practically.



Inquire: Hope in the Bible, The Exodus

Where is there hope in the Exodus story? How can it inspire Jews and Christians to treat each other and foreigners or refugees well?

Inquire: Hope in the Bible, Jesus' Teaching

What does the parable of the Sheep and the Goats teach about welcoming strangers? How does this apply to refugees and migrants?

Contextualise: Christian hope today, Faith in action

Either invite in a member of a local church or charity to talk about their work with refugees, or ask pupils to research Christian charities who work with refugees.



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WINCHESTER



Diocese
of Portsmouth

