Grade 5 Christian Religious Education

Terms 1, 2 and 3 - notes for 30 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 Creation | Term 1

1.1 My Purpose (Talents and Abilities)

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify God's purpose for his or her life to live meaningfully
- narrate the parable of the talents
- apply lessons learnt from the parable in their day-to-day life
- participate in different activities to nurture their talents, gifts and abilities

KEY WORDS

talent, purpose, steward, nurture.

1. Talents, gifts and abilities

God-given purpose

Christians believe every person is created by God with real talents, gifts and abilities, and a genuine purpose to live meaningfully - no one is created by accident or without value.

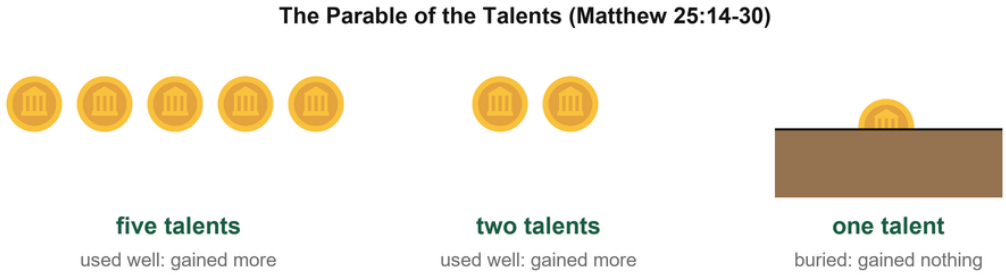
Discovering and using these talents is part of living out the purpose God has for each person's life.

2. The Parable of the Talents

The Parable of the Talents (Matthew 25:14-30)

In this parable, a master leaves on a journey, entrusting money (talents) to three servants according to their ability. Two servants invest their talents and gain more; the third, out of fear, buries his in the ground and gains nothing. When the master returns, he praises the two who used their talents well, and is displeased with the one who did nothing with his.

This is a summary of the parable's well-known meaning, not a word-for-word retelling - the teacher should read the full passage from a Bible for the exact account.



Five, two and one talents

3. Nurturing our talents

Nurturing talents

The parable teaches that talents are meant to be used and developed, not hidden away out of fear. Just as the good servants put their talents to work, learners can nurture their own talents through practice, seeking guidance from teachers or mentors, and using their abilities to help others.

Living meaningfully, as this sub-strand's outcome describes, includes actively developing and using the gifts God has given.

TRY THESE

1. What do Christians believe about why God gives people talents?
2. Name one talent or ability you have.
3. What did the master give to his three servants before leaving?
4. What did two of the servants do with their talents?
5. What does the parable teach about how talents should be used?
6. Give one way to nurture a talent.

TOPIC TEST

T1. Ask a family member what talent they think you have, and compare it with your own answer.

T2. Why do you think the third servant was afraid to use his talent?

T3. Check in after a week: did you take the step you planned? What happened?

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1.2 Work

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify three responsibilities given to human beings by God
- demonstrate good stewardship by taking care of God's creation
- outline their roles at home, school and church
- explain the causes of child labour today
- explain the effects of child labour for protection of self and others
- desire to engage in age-appropriate tasks/chores

KEY WORDS

stewardship, responsibility, child labour, chores.

1. Responsibilities God gave human beings

Work and stewardship

From the very beginning of creation, God gave human beings real responsibilities: to work and take care of the earth, to be good stewards (caretakers) of creation, and to use their abilities productively rather than idly. Good stewardship means using and caring for what God has provided wisely, not wastefully or carelessly.

This is why work itself is seen as a good, God-given responsibility, not simply something to be endured.

2. Our roles at home, school and church

Roles in different places

Everyone has real roles and responsibilities in different places: at home (helping with chores, respecting family members), at school (studying, respecting teachers and classmates, keeping the environment clean), and at church (participating respectfully, helping where needed).

Fulfilling these roles well is a practical, everyday way of living out the responsibility God has given.

3. Child labour: causes and effects

Child labour

Child labour means children being made to do work that is harmful, excessive, or that stops them from attending school and enjoying a normal childhood. Real causes include poverty, lack of access to school, and sometimes exploitation by adults. Its effects can include harm to health, missed education, and lasting harm to a child's wellbeing and future.

This is different from age-appropriate chores, which help a child learn responsibility without causing harm - the next lesson explores that healthy alternative.

TRY THESE

1. Name one responsibility God gave human beings.
2. What does "good stewardship" mean?
3. Give one role a learner might have at home.
4. Give one role a learner might have at school.
5. What is child labour?
6. Give one cause of child labour.

TOPIC TEST

T1. Name one way your own family shows good stewardship of the environment or resources.

T2. Describe one role you already fulfil well, and one you could improve on.

T3. Why is child labour described as an abuse of a child's rights?

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1.3 The Fall of Man

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- describe the fall of man according to Genesis 3:1-11
- outline five lessons learnt from the fall of man
- desire to be obedient in day-to-day life

KEY WORDS

obedience, disobedience, temptation, consequence.

1. The Fall of Man

The Fall of Man (Genesis 3:1-11)

In this account, Adam and Eve, living in the Garden of Eden, are tempted by the serpent to eat from the one tree God had told them not to eat from. They disobey, eat the fruit, and immediately become aware and ashamed, hiding from God.

This is a summary of the account's well-known meaning, not a word-for-word retelling - the teacher should read the full passage from a Bible for the exact account.

2. Lessons from the Fall of Man

Lessons from the account

Common lessons drawn from this account include: disobedience has real consequences, temptation is a real part of life that everyone faces, blaming others does not remove our own responsibility (Adam and Eve blamed each other and the serpent), and even after failure, God still cares for and relates to people.

These lessons connect directly to the value of obedience, which the final lesson explores further.

3. Choosing obedience

Choosing obedience

Obeying God, and those given responsibility over us (like parents and teachers), protects us and helps us live well - just as the consequences in this account followed disobedience, choosing obedience in daily life leads to better outcomes and a clearer conscience.

Learners identify one specific, real instruction they find difficult, and commit to following it more faithfully.

TRY THESE

1. Where were Adam and Eve living in this account?
2. What had God told them not to do?
3. Name one lesson learnt from the fall of man.
4. Did Adam and Eve take responsibility, or blame others?
5. Why does obedience matter, based on this sub-strand?
6. Who, besides God, are learners also called to obey appropriately?

TOPIC TEST

T1. Why do you think Adam and Eve hid from God after disobeying?

T2. Which of these lessons do you think is most relevant to your own life right now?

T3. Check in after the week: how did your commitment to obedience go?