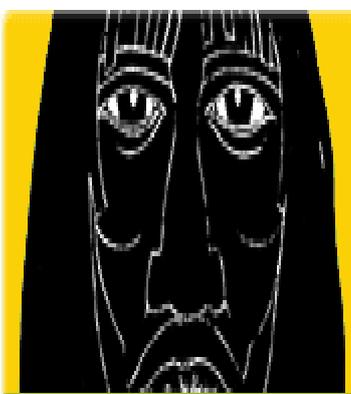
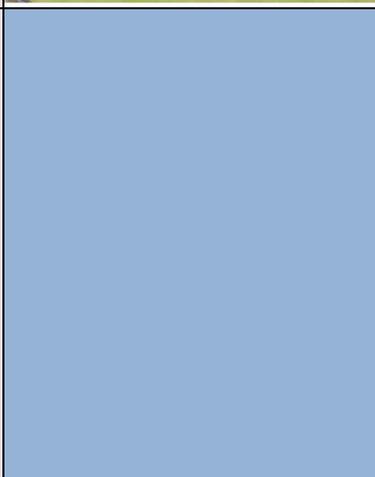


Cumbria SACRE  
RE Agreed Syllabus  
Support for Teachers  
through Planned Enquiry



Unit title:  
Who is Jesus?  
Why do some people  
think Jesus is  
inspiring?  
Age Group: 4-7



**RE Today**  
Services

Revised 2020

Title of the Enquiry:

Who is Jesus? Why do some people think Jesus is inspiring?

YEAR GROUPS R / 1 / 2, ages 4-7

**ABOUT THIS UNIT:**

This unit of RE focuses on why Jesus is seen as inspirational to some people by exploring aspects of his life and teachings. Pupils consider the idea of an inspiring person and why Jesus is so important to Christians. In some ways this is a hard idea for this age group so it needs careful teaching.

There is a focus on prayer, which some Christians may explain in terms of 'talking to Jesus' – he is alive, he listens, they believe. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus for Christians today.

By learning about some stories of Jesus and about Christian prayer, pupils get the opportunity to explore how Jesus is shown in art. Ideally they will have the opportunity to interview a Christian visitor about the importance of Jesus for them.

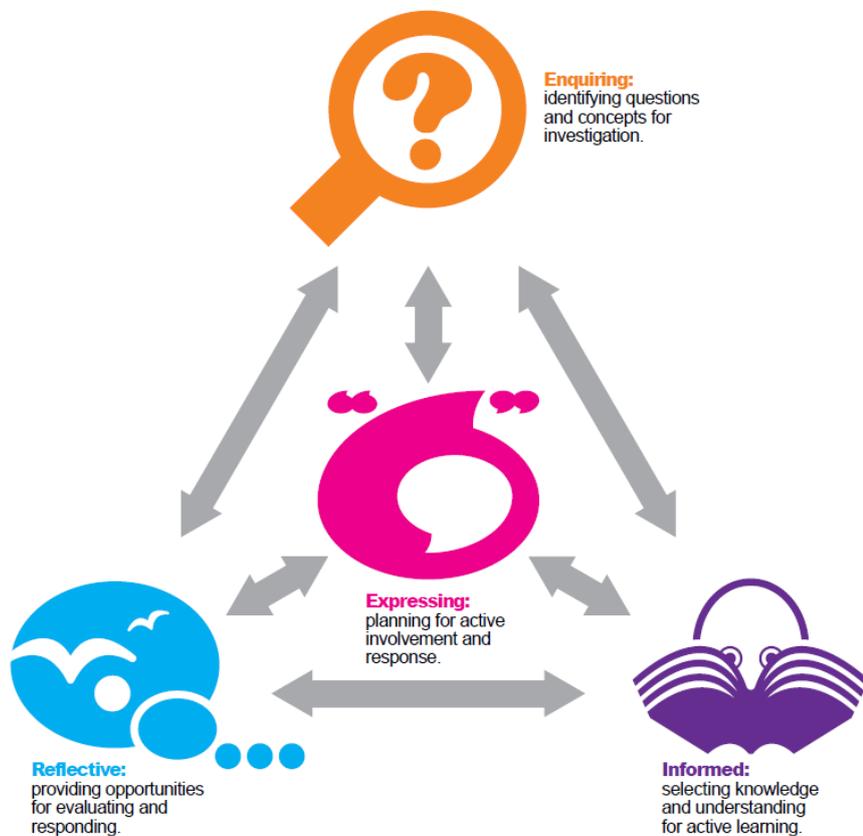
The themes addressed in this unit are stories of inspirational people; religious stories, writings and holy books, beliefs and questions; symbols and expression.

The work is laid out in this unit with suggestions for younger pupils first in each lesson, progressing to more demanding tasks. Many Cumbria teachers work with mixed age classes, and differentiation is important for all teaching of RE.

The Enquiry Process in the Cumbria Agreed Syllabus is at the heart of good RE and is exemplified in this unit:

**Good RE:**

- Informative**
- Knowledge**
- Building**
- Understanding**
- Enquiring**
- Questioning**
- Investigating**
- Expressing**
- Active**
- Responsive**
- Reflective**
- Evaluative**
- Responsive**



## What is an enquiry process in RE?

We need to embed enquiry in RE so it isn't just an 'add-on'. Each enquiry should enable pupils to know more about 'what it means to be a ...?' and about beliefs, values and purpose.

1. Set up the enquiry: Reflect on a stimulus. Pupils ask questions about it and analyse their questions. What is our best question focused on an RE concept/big idea? The enquiry question is key to successful RE. What do we already know about the question? What do we need to find out? What ideas do we have? What are the issues? What other questions do we need to ask? How can we find out?
2. Carry out the enquiry: get informed. Investigate the relevant beliefs, practices and ways of life. Select relevant materials, find out; analyse, interpret what we find; sort ideas, explain connections, decide whether there are further questions to ask; explore how the concept might be placed in the context of one or more religions.
3. Come to conclusions: What have we found out? When we draw information together, what answers are there to our questions? How will we evaluate the concept, looking at it from different viewpoints? What are we still not sure about? How can we communicate or show our reasoned conclusions and responses to the concept?
4. Reflect on our findings: How has what we have found out helped us make more sense of religions and beliefs? Have we learnt anything about what we think/feel/believe as a result of our work? How might we apply the concept to our experience? What do we need to do next to understand further? The aim is for pupils to show an understanding of the big idea/concept. This will be their answer to the enquiry question shown through writing, drama, art, music, dance, or presentation. This reflection can be the focus for assessment.

## What are some challenges to enquiry?

1. There is often an assumption by ITT students that the role of a teacher is to continually ask questions. This is due to their experience as pupils - constant questioning has been culturally transmitted as a model of teaching giving the illusion of educational dialogue without real demands on the teacher's or pupil's skills. Pupil engagement is higher when teachers talk less, this is especially true for at-risk pupils. Teacher effectiveness and teacher talk are inversely linked.
2. Teachers often ask token questions and few 'real' questions when the teacher genuinely wants to know what children think. Some teachers play *'guess what's in my mind'* - instead of facilitating enquiry they hint at 'correct answers' whilst pupils hunt for an ideal answer. Some teachers use 'tag' questions (*'That was a nice story, wasn't it?' or 'We wouldn't do that, would we?'*) which assume that only the stupid would disagree.
2. Some so called 'discussions' can lead to indoctrination i.e. if teachers hold the monopoly on what is acceptable to be said; if they treat as 'non-contestable' ideas which are 'contestable'; if they state beliefs as facts - *'Jesus, the Son of God'* instead of *'Christians believe that Jesus is the Son of God.'* Teachers need to use 'owning' statements e.g. *'As a Christian I believe that Jesus rose from the dead, but many other people don't'* or *'As an atheist I don't believe in miracles, but most Christians and many others do believe in them.'*
3. Pupils (and teachers) can be hasty and impulsive in their statements, not taking time to think through the consequences of their view. They can be narrow-minded, not respect other people's views, and say things like *'that's rubbish'*. Pupils need help to understand that whatever their own views, these beliefs are important to those who hold them.
4. Pupils (and teachers) often want categorical 'answers'. Part of RE is realising that not all questions can be answered. *'We don't know'* or *'We can't find words to explain'* or *'Let's find out together'* or *'What*

*do you think?*' are important responses. We can explain, as Dewey suggested, that we only start to really think when we are perplexed<sup>1</sup> or when confronted with a problem.

- Children often go in unpredictable directions so the enquiry facilitator needs to help maintain focus. Matthew Lipman likened enquiry to a boat tacking in the wind with a sense of a forward movement, with pupils arriving at reflective value judgements.<sup>2</sup> Despite all the side tacks, dialogue should go somewhere and make connections to the central concept or focus.

### How can we improve discussion in RE to promote enquiry?

- Let pupils ask the questions, compliment them when they do and encourage even deeper questions. Create an atmosphere where fallibility and changing your mind is acceptable.
- Ask questions to which you don't know the answer. Do the questions you ask relate to your RE learning objectives/intent? Do they challenge thinking and probe understanding?
- Avoid rhetorical questions. If children forgot a detail tell them rather than endless questioning.
- Give children time to respond. In one study, when teachers gave a 3 second 'wait time' for pupils to respond to a question, there were many interesting outcomes: the length of explanations increased, particularly for disadvantaged pupils; failures to respond and "*I don't know*" answers decreased; the number of spontaneous but relevant responses increased; the number of questions asked by children increased; and scores on academic achievement tests increased.<sup>3</sup>
- Support, prompt and question the process of learning rather than just giving answers. When you do ask a question make it a process-orientated question e.g. "*What made you think of that?*" or "*What other possibilities might there be?*" as opposed to content-driven questions.

### Do you use these intervention questions in RE?

Encouraging the giving of good reasons:

What are your reasons for saying that?	Why do you think that?
I wonder what evidence you have for that?	What reasons are there for that point of view?

Encouraging the giving of examples & explanations:

Can you explain that...?	I wonder what you mean by...?
Can you give an example of...?	Can you give a counter-example?

Looking for alternatives:

Can you put it another way?	I wonder if there is another point of view?
What if someone else suggested that...?	What would someone who disagrees say?

Looking for logical consistency in the line of enquiry:

What might the consequences of that be?	Does that agree with what was said earlier?
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Looking for distinctions & similarities:

What is the difference between those ideas?	Is there a distinction to be made here?
In what ways is what you have said similar to...?	Are there any similarities between these ideas?

<sup>1</sup> Dewey, John (1910) *How We Think* D. C. Heath & Company, Boston, Massachusetts, Chapter 1: What Is Thought?, p11

<sup>2</sup> Lipman, Matthew (1980) *Philosophy in the Classroom* Temple University Press, Philadelphia p11, 45, 47

<sup>3</sup> Kenneth Tobin,(1987) *The Role of Wait Time in Higher Cognitive Level Learning*, Review of Educational Research, Vol 57, No 1, pp 69-95

### Estimated time for this cycle of enquiries:

10-12 hours. It is better to tackle some content in depth rather than to rush through all of the material. In RE, 'less is more' when children pause to think deeply.

### Where this unit fits in:

This unit builds up children's knowledge about stories and teaching which show why Jesus is so important for Christians. The teaching encourages questions about who Jesus is and why he inspires some people. Learning from Christian prayer, children can think and reflect deeply. The work aims to enable progression by using Bible stories and begins to challenge pupils to make links between the material studied and their own lives.

Invite a Christian - a minister or a lay person - to talk about why Jesus is important to them and the difference believing in Jesus makes to their life. Ask your visitor to bring three special objects that are symbolic for them and connect to their beliefs about Jesus. Ask them about prayer and about Jesus and weddings – are they connected? Ask children to think of some questions about praying to ask the visitor. There are very good links with literacy in this unit.

### Key strands of learning addressed by this unit, from the Cumbria Agreed syllabus:

- Religious beliefs, teachings and sources
- Religious forms of expression
- Questions of identity and belonging
- Questions of values and commitments

### Attitudes focus in this unit:

- Confidence: to express their own thoughts or beliefs about the importance of Jesus, for Christians or for other people
- Open-mindedness: developing the skills of listening and a willingness to learn from others and gain new ideas from others people's beliefs
- Creative: developing pupils' capacity to respond creatively to religious and spiritual questions and materials
- Respect: for other people and their 'inspirations'.

### RE in mixed age classes and small schools:

It is challenging to make progression in RE across the 4-7 age range in a classroom of mixed age children. The writers of this unit have made a serious effort and teachers are encouraged to be selective and develop their own well targeted practice at every point.

### Contributions of this unit to spiritual, moral, social and cultural development:

**Spiritual:** by learning about and reflecting on important concepts, experiences and beliefs that are at the heart Christianity.

**Moral:** by considering what is of ultimate value, what matters most. They think about how Christian believers shape their lives and try to follow Jesus.

**Social:** by considering how working in a team can help us all to do well and thinking about what difference it would make if we followed some of Jesus' teachings on love and forgiveness.

**Cultural:** by considering how ideas about Jesus have been expressed through the creative and expressive arts. They encounter the creative and expressive arts from varied cultures.

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> <li>▪ Learnt that Jesus was the founder of Christianity</li> <li>▪ An understanding of what Christians believe Jesus was like through stories he told</li> <li>▪ An awareness of the place of the Bible in Christian life</li> <li>▪ An awareness of Christian worship through festivals</li> <li>▪ Learnt about the significance of some Christian symbols, e.g. the cross or the Paschal candle, through seeing them on visits to churches</li> <li>▪ Learnt about the Christian concept of God as Creator and as a loving parent</li> </ul>	<p>Pupils will have an opportunity to use words related to: Christianity and Judaism: Christ Jesus Christian Gospel Jew Teacher Rabbi Synagogue Temple Bread Shepherd Light Parables Disciple Trinity Miracle Crucifixion Resurrection Incarnation Religion generally: Follower Founder God Belief Faith Human Experiences: Inspiration Excitement Disappointment Betrayal Remembrance Wonder Bewilderment Reflection Celebration Festival</p>	<p>Cumbria SACRE has produced a directory of Visits and Visitors for RE (2020) with links to virtual tours of places of worship. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p>Cumbria SACRE has produced a list of additional websites to supplement the Units of Work. Please see the <a href="#">Cumbria SACRE website</a>.</p> <p><a href="#">Cumbria Development Education Centre</a> (CDEC) has a section on their website with links to virtual tours of places of worship and sacred places, and loan of religious artefacts, images and books.</p>

Expectations for the end of this unit of work:

Nearly all pupils will show some learning from the Early Learning Goals:	<ul style="list-style-type: none"> <li>▪ Listen with enjoyment and respond to stories.</li> <li>▪ Use and explore the meaning of some key words from Christianity e.g. Jesus, God, Bible, prayer and trust.</li> <li>▪ Use language to imagine and recreate roles and experiences relating to stories of Jesus and to prayer in the Christian community.</li> <li>▪ Use talk to organise, sequence and clarify thinking, feelings and events e.g. in relation to a Christian story or a festival.</li> <li>▪ Sequence some pictures to show what happened in a narrative.</li> </ul>
Most pupils in Y1 will be able to:	<ul style="list-style-type: none"> <li>• Identify some ways Jesus is inspiring to some people.</li> <li>• Talk about why a book is special to them.</li> <li>• Talk about praying, asking simple questions</li> <li>▪ Remember some stories they have enjoyed.</li> </ul>
Most pupils in Y2 will be able to:	<ul style="list-style-type: none"> <li>▪ Use religious words and phrases, such as prayer, parable and miracle to identify key aspects of Jesus' life and teachings.</li> <li>▪ Show awareness of how different people might describe Jesus.</li> <li>▪ Retell some stories Jesus told and some stories of what he did.</li> <li>▪ Identify how Jesus has been represented in different ways.</li> <li>▪ Suggest a meaning from a story of Jesus or a symbol of Jesus.</li> <li>▪ Respond sensitively to questions about the importance Jesus might have for themselves and for others.</li> </ul>
Some high achieving pupils in Y2 can be challenged to:	<ul style="list-style-type: none"> <li>▪ Use a developing religious vocabulary, such as the Lord's Prayer or forgiveness to describe key aspects of Jesus' life and teachings.</li> <li>▪ Begin to identify the impact that believing in Jesus might have on a Christian.</li> <li>▪ Describe some ways in which Jesus has been represented in art or music.</li> <li>▪ Make links between Christian beliefs and stories about Jesus in the Bible.</li> <li>▪ Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.</li> </ul>

### Assessment Suggestions:

RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is no need for every unit to produce assessment outcomes on paper. Most assessment will be formative, carried out informally from lesson to lesson to improve lesson outcomes and may involve a combination of strategies. This will include: *questioning* to enable the pupil (with the help of the teacher) to find out about their level of learning; *feedback* from teachers so pupils can improve their learning; *understanding and modelling* what successful learning looks like; *peer assessment and self-assessment* for more independence; and *summative* assessment where appropriate. Summative assessment should be a valuable learning activity in its own right.

Some creative learning tasks that could show evidence of achievement:

Ask pupils, in small teams, to imagine that they have been asked by a local Church to design a new stained glass window, which celebrates either: 1) the life and teachings of Jesus or 2) the Lord's Prayer.

Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the gospels as its title.

Pupils need to talk about and / or write an explanation: 'Six reasons why our design is good for the Christian community' (in less than 100 words).

These prompts might be useful:

- The main things about our stained glass window are...
- We got some good ideas from...
- We are pleased with our design because...
- We took a Bible verse for our inspiration. It was... we chose it because...
- Our design shows some ideas about Jesus, for example...
- The reasons why the Christians would like our window are... and... and...

Your local church may enjoy hosting an 'exhibition' of the work that comes from this unit and this task. The task could be collaborative, with each child contributing an image to a mosaic overall design.

Pupils can be asked to remember to:

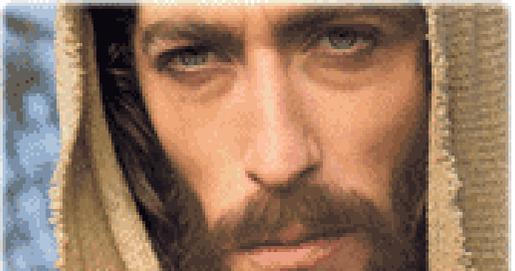
- Illustrate moments from Jesus' teachings / life which show the significance of Jesus for Christians.
- Show that they understand why Jesus is important to Christians.
- Use ideas from works of art they have studied and from the Bible.
- Suggest why their design would be specifically suitable for a local church.

### Avoid the abuse of Bible stories:

You can't teach this unit about Jesus adequately without using story but be aware of the misuse of Bible stories. Stories are a powerful vehicle for learning, but can be abused by the teacher who:

1. rushes in with questions, keeping control of the questions that arise from the story, immediately trying to explain the story, implying there is only one explanation. The point of using a Bible story is to replace explanation by approaching the imagination by another route.
2. reads Bible stories, rather than tells them.
3. uses a Bible story as a one off, unrelated activity so children aren't helped to relate it to their own lives or raise questions about it.
4. uses a Bible story to moralise or to fit a theme without considering progression or repetition or introducing enough background knowledge or culture clues.
5. asks children to work on the text of the story but not engage with it.
6. edits God out of the story and replaces God with 'do-goodery' because 'God' is too difficult.

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What is an inspiring person? Who is an inspiring person?</p>			
<p>Children will learn to think about heroes and what makes a hero.</p> <p>Children will learn to use the words 'inspiring' and 'inspired'.</p> <p>Children will consider the idea that we are all inspired by other people sometimes.</p> <p>Children will know the meaning of the terms 'Christianity' &amp; 'Christian' and be able to apply the terms accurately.</p>	<ul style="list-style-type: none"> <li>Set up a play session for younger children in which they play with some superhero figures and outside play at being superheroes. Share ideas - <i>if you were a hero, what special power would you like to have? Who is your favourite superhero?</i></li> <li>Who is a hero? What is inspiration? Who inspires us?</li> <li>Show a movie clip with a hero they love in it. Talk about heroes, people who make us feel good. Can they make a list? I wonder what makes a good hero?</li> <li>Ask pupils in pairs to sort out a list of heroes – what qualities do they have? which ones do they like best? Or have picture cards arranged in a pyramid with blutac on the wall, and invite children to move the heroes up and down in relation to each other, saying why they like them best. Use examples from the news, sport, TV, films, stories, include a dinner lady, lollipop person, someone's gran, a vicar etc. Who's the greatest hero? Is it different for different people? What makes these heroes similar? Why do people like them? How do we show who our heroes are?</li> <li>Discuss the idea of being inspired: tell them we are inspired by heroes who make a difference to us. Ask for examples of 'real world' heroes: in the community, sport, music, TV, film, or other parts of life. What might a person do if they are inspired by one of these?</li> <li>With older pupils, 6-7s focus on the idea of 'inspiration' - what does it mean? Explain that in this unit of RE we are going to find out why Jesus is inspiring to Christians. Explain that Christians believe Jesus is real (not like the Disney heroes) and that millions of people, have been inspired by him for 2000 years.</li> <li>Give children ten pictures of different heroes to sort out, taking turns to move one up or down a rank order: each child can move one or two pictures up or down, and say why. Can we agree, or do we all have different heroes? Are real heroes those who help others and are compassionate and wise?</li> <li>After this discussion, show a picture of Jesus as a person of colour. Explain that many people put him as more than a superhero. These people are Christians, and they call Jesus the 'Lord' Jesus. What questions can the children ask and suggest answers to? I wonder, what do you think about Jesus? What do Christians belief Jesus can do for them?</li> </ul>	<p>ELGs: I can use talk to respond to stories</p> <p>Try out new words and talk about their meanings</p> <p>Most in Y1: I can ask and respond to questions about examples of heroes.</p> <p>Most in Y2: I can express my own ideas about heroes and inspiring people and choose inspiring people of my own.</p> <p>Some in Y2: I can express my own ideas about inspiring people in different settings.</p> 	<p>This work connects to literacy and PSHE. It gives many opportunities for well-structured speaking and listening, and for social and emotional aspects of learning. Good speaking and listening work is built in to this unit.</p> <p><i>'The true hero is one who conquers his own anger and hatred.'</i> HH Dalai Lama</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>Who was Jesus? How might a Bible story show Jesus is inspiring?</p>			
<p>Children will lean why Christians feel Jesus is inspiring.</p> <p>Children will understand that Christians believe Jesus is special and precious.</p> <p>Children will learn that stories which gives insight into the teachings of Jesus are found in the Christian New Testament.</p> <p>Children will know some of what the Bible says about Jesus.</p>	<ul style="list-style-type: none"> <li>• Set up a play area for children with craft materials to decorate a book cover for a book of stories about Jesus. Show some examples. Ask them to cut and stick a beautiful cover for a special book using jewels, feathers, silver paper shapes, other trinkets.</li> <li>• Ask children to say what they know about Jesus. Have a true/false quiz where they run to one side of the room or the other to show their answers to: 1) Jesus was born in Bethlehem (T) 2) Jesus had a car, TV, phone, electricity (F) 3) Jesus was English (F) 4) Jesus had 12 special friends called disciples (T) 5) Jesus was a fisherman (F) 6) The mother of Jesus was called Mary (T) 7) Jesus taught about love and forgiveness (T) 8) Jesus was Jewish (T). What other things do children know about him?</li> <li>• Jesus is a Christian's special friend, loved, loving, kind. When he came from God he was a baby who needed looking after. He understand farming- sowing, reaping, vineyards and shepherding. He learnt to be a carpenter and lived in a hot county with villages, towns, a city, rivers and sea. He knew how to read and write in Hebrew and spoke in Aramaic.</li> <li>• Do you know the names of any of his friends who he loved and who loved him? Peter the Fisherman, Martha, Mary, Matthew, Luke, Paul. Christians believe Jesus is: God's special person, a present to them from God. God's messenger because he told people God loves them. God's storyteller telling stories about birds, sheep, farmers, buildings, people, money and God. People wrote his stories down and put them into a book called the Bible.</li> <li>• Look at a display of books with at least 3 Bibles e.g. children's Bible, leather bound one, a modern one. Can children identify which are the Christian holy book? Explain that the Bible is a collection of writings by many authors, divided into 2 parts. The 'Old Testament' (which Christians share with Judaism-Jesus was a Jew) is mainly about God and how God wants people to live. The New Testament is about Jesus and his followers who told people about how God wants people to live. For Christians, the Bible is a guidebook to life from where they get their values.</li> <li>• Show video clips/tell stories about Jesus e.g. Jesus talks with Rabbis in the Temple (Luke 2: 41-52); Jesus' Baptism (Mark 1: 11); Jesus teaches people e.g. Samaritan women at the well (John 4: 5-10); Blessing of the children (Mark 10: 13-16); Healing the man at the Pool (John 5: 5-9). At appropriate points say '<i>What do you think will happen now?</i>' or '<i>How do you think things will end?</i>' Explore the themes of the stories and connect with pupil experiences (e.g. kindness, making others happy, helping). Pupils choose a moment which is the turning point in the story and draw or write it.</li> <li>• Who did Jesus say he was? What do these 'I am' statements from the New Testament tell us about Jesus? <i>I am the bread of life.</i> <i>I am the good shepherd.</i> John 10:11-18; <i>I am the light of the world.</i> John 8:11 &amp; John 9:5. Design a small poster to illustrate one of these.</li> </ul>	<p>ELGs: I can language to imagine and recreate roles and experiences relating to stories of Jesus.</p> <p>Most in Y1: I can ask and respond to questions about my own ideas and beliefs about Jesus.</p> <p>Most in Y2: I can find out about Jesus from Bible stories.</p> <p>Some in Y2: I can express my own ideas and opinions about themes in the stories about Jesus and say what a Christian might do.</p>	<p>Bible stories are examples of 'stories from a range of cultures' or 'traditional stories'.</p> <p>Most Bible stories were not written for children and can pose difficult questions which need handling with care.</p>
			

INTENT	IMPLEMENTATION	IMPACT	NOTES
When Jesus wanted to feed a crowd, what happened to a boy's packed lunch?			
<p>Children will learn what Christian's believe is the difference between a miracle and a magic trick (Believers think that God does a miracle for a loving purpose and that magic tricks are a way of fooling us)</p> <p>Children will learn what inspires Christians about a miracle story of Jesus.</p> <p>Children will learn to reflect on the ways other people can inspire us.</p>	<p>Playing with a crowd: Set up a play session in which children make as big a crowd as they can out of 'small world' figures. Ask them to make a crowd scene on a piece of green cloth or paper, tell them you will use their crowd to tell a story about Jesus. Play to continue after the story telling etc.</p> <ul style="list-style-type: none"> <li>▪ Ask children if they have been on a big picnic. Who has eaten a meal in the open air with 10 people? 20? 50? Explain that this story is about a huge big picnic.</li> <li>▪ Talk about the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Teach children that miracles are stories that have a huge 'wow' factor. Religious people see God at work in miracle stories: a miracle is '<i>something God does to help people</i>'. There more miracle stories about Jesus in the Bible.</li> <li>▪ Tell the story of Jesus feeding 5000 people with 5 loaves and two fish in John 6 verses 1-33. Use the play crowd children made, and if possible show 5 bread rolls and two fish. This story is immediately followed by the story of Jesus walking on the water.</li> <li>▪ Teachers who use P4C methods could use this text as the basis for a community of enquiry.</li> <li>▪ Organise a dramatised retelling of the story in which children are appointed to be 1) the boy with the food, 2) the disciples who bring him to Jesus, 3) Jesus himself, 4) members of the crowd, 5) those who pick up the pieces. The rest of the class can be the crowd. Either feed lines to your actors to repeat, or see if they can improvise.</li> <li>▪ Ask pupils to imagine that they have just seen Jesus perform this miracle. Take 'the hot seat' and answer questions from the children about the events of the day as if you were one of Jesus' followers. Include questions about inspiration: was Jesus inspiring? How? When? Who for? Why? What significance might Christians find in this story?</li> <li>▪ Tell other stories e.g. Calling the Disciples (Mark 1:16-34); Four friends and the Paralysed Man (Luke 5: 18-26; Mark 2: 1-14). To unpack use art, drama, music or thinking skills. Children design paper bag, paper plate, finger, shadow, or sock puppets to retell the story.</li> </ul> <p>How does the story of feeding 5000 show Jesus inspired people?</p> <ul style="list-style-type: none"> <li>▪ In pairs use the strategy think / pair / share as pupils create acrostic poems on the word 'Inspire' or the word 'Follow' to show what they have learned. Share these in circle time.</li> <li>▪ Have you been inspired by these stories? Would people have been inspired to be generous, and to share? What has helped the children to be thankful or to share?</li> <li>▪ Create a little 'loaf and fish' drawing, and ask each child to choose the names of two people who have inspired them, and write the names. Display them, and share a thankful moment of quiet, or all shout out the names together.</li> </ul>	<p>ELGs: I can listen with enjoyment and respond to stories, extend my vocabulary, exploring the meaning and sounds of new words</p> <p>I can use language to imagine and recreate roles and experiences.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Most in Y1: I can ask and respond to questions: Who is kind in the story? What is a miracle?</p> <p>Most in Y2: I can recall the story of feeding 5000, one of Jesus' miracles.</p> <p>Some in Y2: I express my own ideas about the story and the way Jesus inspired people.</p>	<p>Children could record their poems to add status and value to their work. Acrostic Example</p> <p>I guess they are hungry  N ot much to eat  S o Jesus takes the bread  P rays for the fish  I nvites them to share  R eally amazing  E veryone full up  D elighted</p> <p>The importance of miracles is in their effect, not their explanation. Focus on the consequences i.e. that Jesus acquired a reputation as a healer and miracle worker. He performed miracles because there was a need to be met.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES								
How did a 'meany' turn into a generous man? Is it inspiring to help someone be generous?											
<p>Children will learn about the story of Zacchaeus.</p> <p>Children will learn to respond sensitively to the story.</p> <p>Children will learn about moral development by thinking of themselves as generous.</p>	<ul style="list-style-type: none"> <li>Before the session hide in the school grounds 5 sets of 6 different objects that relate to the story of Zacchaeus, e.g. a branch, a tea cup and biscuits, money etc. Organise children into groups of 6. Each group searches for their six objects, place them in their group story sack and return them to the storyteller. This works best with real objects but pictures can be used. Hide a persona doll up a tree and use it to reveal the main character of the story. A persona doll, in role as Zacchaeus, would make a memorable and fun storytelling device. The pupils can be the crowd, and the teacher can be Jesus.</li> <li>Tell the story of Zacchaeus in Luke 19:1-10. An excellent children's version is The Magpies Tale by Butterworth &amp; Inkpen. Use it as a literacy text – a story from another culture, a traditional story. As you tell the story children hold up the different items they have found from the story.</li> <li>What questions do children have? How do you think Zacchaeus felt when people were being horrible to him? I wonder why Jesus chose to have tea with Zacchaeus? What can we learn from this story? Why do Christians still tell this story about Jesus?</li> <li>Children can talk about how the following sentences might end: <table border="1" data-bbox="360 655 1581 874" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #D9E1F2;">'At first Zacchaeus was...'</td> <td style="background-color: #F2D9D9;">'Jesus was fair to Zacchaeus when...'</td> </tr> <tr> <td style="background-color: #F2D9D9;">'Because he was a short person, Zacchaeus...'</td> <td style="background-color: #D9E1F2;">'When we are lonely, then...'</td> </tr> <tr> <td style="background-color: #D9E1F2;">'I want to be generous because... I don't want not to be mean because...'</td> <td style="background-color: #F2D9D9;">'At the end of the story, Zacchaeus was changed because...'</td> </tr> <tr> <td style="background-color: #F2D9D9;">'I expect Zacchaeus often felt...'</td> <td style="background-color: #D9E1F2;">'People did not like Zacchaeus because...'</td> </tr> </table> </li> <li>Can children think of people who are generous? Do they like generous people? Are generous people happy? What about mean people? Is generosity what we do as well as what we give?</li> <li>Its helpful to start each day by asking ourselves: What can I do for others today? In the classroom; in the playground; at home this evening.</li> <li>What am I good at? What might I do in order to help? Give out a task sheet, with two frames: one "Helping Others" and one headed "Helping Myself". Pupils draw themselves having choicen to be helpful. Discuss how hard it can be to help when you really want to do something else.</li> <li>Explain how some people give a lot of time to help others. It could be their chosen job: e.g. the caring professions. Make a class list of such people. Or it could be unpaid: giving a summer holiday or a gap year, or helping charities. Do they know any such people themselves? Link this with visitors, in assembly perhaps. What do these people give up/ sacrifice in order to help? What do they get in return?</li> <li>Remind children we are asking; who was Jesus? Some people say he was a miracle worker. Some say he could change a person's life by teaching them the truth. What do we all think?</li> </ul>	'At first Zacchaeus was...'	'Jesus was fair to Zacchaeus when...'	'Because he was a short person, Zacchaeus...'	'When we are lonely, then...'	'I want to be generous because... I don't want not to be mean because...'	'At the end of the story, Zacchaeus was changed because...'	'I expect Zacchaeus often felt...'	'People did not like Zacchaeus because...'	<p>ELGs: I can listen with enjoyment and respond to stories, using and exploring the meaning of key words from Christianity e.g. Jesus, God, Bible.</p> <p>Most in Y1: I can recall and name a key feature from the story.</p> <p>Most in Y1: I can recall the outline of the story.</p> <p>Most in Y2: I can ask and respond to questions about the story of Zacchaeus</p> <p>Some in Y2: I can express my ideas about the story and my own life.</p> <p>Some in Y2: I can express my own ideas and opinions about the values of fairness and generosity.</p>	<p>Make sure that the negative topic of meanness is not an occasion for any unkind names or talk to be used. Accentuate the positive!</p> <p>Teachers who use P4C methods with this age group could use this text as the basis for a community of enquiry.</p> <p>A display might have a large open leather purse at the bottom, and the children could fill in a gold or silver circle, like a coin, with 'I want to be generous by giving...' prompt for them to finish off.</p>
'At first Zacchaeus was...'	'Jesus was fair to Zacchaeus when...'										
'Because he was a short person, Zacchaeus...'	'When we are lonely, then...'										
'I want to be generous because... I don't want not to be mean because...'	'At the end of the story, Zacchaeus was changed because...'										
'I expect Zacchaeus often felt...'	'People did not like Zacchaeus because...'										

INTENT	IMPLEMENTATION	IMPACT	NOTES
How and why do Christians pray? Do some people find inspiration and power through praying?			
<p>Children will learn that Christians believe prayer is a source of power from God.</p>	<ul style="list-style-type: none"> <li>▪ Ask - What is prayer? For some people prayer means asking for what you want. For Christians praying is talking to God-it's a 2 way communication asking God what God wants. Prayer is an activity in which believers try to overcome their own selfishness, to recognise the presence of God in their lives, to discover what God requires of them and to put the needs of others before their own needs.</li> <li>▪ Examine posters, leaflets, websites and photos of notice boards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities. Ask a Christian visitor or staff member to come to answer children's questions about prayer.</li> <li>▪ Use <a href="https://request.org.uk/">https://request.org.uk/</a> to explore varieties of Christian prayer. There is a useful section on prayer and on the Lords Prayer.</li> <li>▪ Explore some modern prayers including music or ways of praying such as stilling / meditation, the use of a rosary. Consider what Christians pray for in a mealtime 'Grace', at bedtimes and in shared signs of peace (when Christians greet each other and wish each other 'The peace of God be with you always' and similar words.).</li> <li>▪ Write a poem, wish, meditation or prayer (never require children to write prayers as this is coercive). It might be about praise, thanksgiving, asking for help or saying sorry. Give a choice of pictures to work from, for example: What would the child in this photo or painting pray? What prayer would you write for peace, for people who are bullied, for older people, for our school, for your family? Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them. List five things you are thankful for (Food? Pets? Family? Friends? Home?) Write a 'thank you' prayer or meditation that refers to all five.</li> <li>▪ Children line up in 2 parallel lines. They represent the conscience of a person who isn't sure about the benefits of praying. A child in the role of the person walks between the lines as the others whisper what they think his or her thoughts would be.</li> </ul>	<p>Most in Y1: I can recall how some Christian people pray.</p> <p>Most in Y2: I can ask and respond to questions about praying and meditating.</p> <p>Some in Y2: I can express my own ideas about some different kinds or purposes of prayer.</p>	<p>This connects with 'traditional story' in literacy. Pupils can practice their writing of explanations using causal connectives. It could be the basis of assessment in this unit.</p> <p>We can not teach satisfactorily about Jesus without explaining his historical background.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<h3>What is the Lord's Prayer? Did Jesus inspire people by teaching them to pray?</h3>			
<p>Children will learn that Christians believe that Jesus prayed to God.</p> <p>Children will learn that the Lord's Prayer is an important Christian prayer.</p> <p>Children will learn to reflect on the meaning of the Lord's Prayer.</p> <p>Children will learn to consider whether praying is a powerful activity.</p>	<ul style="list-style-type: none"> <li>▪ Remind pupils that we are asking what made Jesus inspiring to some. Do they know that a prayer he taught is still used by hundreds of millions of people today? Have they heard of the Lord's Prayer? Tell how Jesus taught his disciples to pray (Luke 11 v. 1-13) and discuss why he did so. What does the Lord's Prayer actually say? What does each section mean? Explore the Lord's Prayer including its source in the Bible, from a contemporary version of the text. (Matthew 6: 5-15). What questions do they have about it?</li> <li>▪ Discuss its content and purpose. Explain that many people know this prayer by heart. Talk about what learning by heart means. Listen to a 2 year old sing the Lord's prayer on <a href="http://www.youtube.com/watch?v=AR4PQ30VkBk">http://www.youtube.com/watch?v=AR4PQ30VkBk</a> or other sung versions (lots free online). Ask children to think about learning things off by heart: when we know the words of a song for example, does it make it easy to think about the words?</li> <li>▪ Talk about confusing words in the prayer and what they mean e.g. 'hallowed be' or temptation and how words can be mispronounced (Old father witchard). As a class underline the parts of the prayer that need clarification and discuss.</li> <li>▪ Ask children to think about the 5 key words in the prayer. What would they suggest? They might be: Father / Heaven / Daily / Forgive / Temptation. Ask children to think up a prayer or a wish of their own with one of the 5 key words in it. Their prayer (or wish or meditation) could be simple – just one line is fine.</li> <li>▪ Divide the children into groups and ask them to create a freeze frame of some of the key lines in the prayer. Photograph them. These could form a display or be used in collective worship when the prayer is being said.</li> <li>▪ Children decide what objects they could put in a bag to remind them of the prayer.</li> <li>▪ Watch a version of the Lord's Prayer e.g. <a href="http://www.youtube.com/watch?v=84nd7o1zjIA">www.youtube.com/watch?v=84nd7o1zjIA</a> Ask what they like or dislike about it and any questions they have. Then compare it with a different version. What do they like or dislike about it?</li> <li>▪ Can they do something similar? What do pupils like about the presentation, the words, the music? Tell pupils how this might be used in worship at a church, and talk about the traditional language of this prayer. Are there still words they do not understand. The Lord's Prayer has been used for hundreds of years and is still used all over the world.</li> </ul>	<p>ELGs: I can use talk to organise, sequence and clarify thinking, ideas, feelings and events e.g in relation to a story.</p> <p>Most in Y1: I can recall the Lord's Prayer as a special prayer for Christians.</p> <p>Most in Y2: I can express my ideas about the Christian idea that praying can be powerful by giving an example.</p> <p style="text-align: center;">Forensic image of Jesus</p> 	<p>If KS2 pupils create a version of the Lord's prayer suitable for Yr1-2 it could be shared during this lesson.</p> <p>There are many usable sung versions of the prayer.</p> <p>Relax about any unanswerable questions in this work: they are an important part of the way RE explores mystery.</p> <p>Be clear to children that they are being asked to learn about prayer but they are not being asked to pray themselves.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What images could go in a book or in a PowerPoint about the Lord's Prayer?</p>			
<p>Children will learn to reflect on the meaning of the Lord's Prayer through speaking, listening and creative work.</p> <p>Children will learn to consider whether praying is a powerful activity.</p>	<ul style="list-style-type: none"> <li>▪ Remind the class of the versions of the Lord's Prayer they saw. Can they do something similar? What did they like/not like about the presentations, the words, the music? Explain how it might be used in worship at a church. Talk about the traditional language which shows that the prayer has been used for hundreds of years yet is still used all over the world. What significance might Christians find in this prayer?</li> <li>▪ One way of making a picture sequence is to take these 12 words from the prayer, and children choose or make a picture of each one: Father / Heaven / Holy /Earth / Day / Bread / Forgive / Temptation / Evil / Kingdom / Power / Glory. Some are harder than others, but if children understand these words, they will understand the prayer better.</li> <li>▪ To enable pupils to make sense of the prayer in a creative way, ask them in small groups to plan their own presentation by choosing images and music to go with each phrase of the prayer. They might use an image bank, or pictures cut from magazines, or their own artwork. You could ask groups of children to draw pictures, one each for a different key word in the prayer. This activity links to non-fiction texts in literacy and to the expressive arts curriculum.</li> <li>▪ Talk about how the Lord's Prayer is used. Can the children suggest what is meant by the phrase used by many Christians 'the power of prayer'? Is it only Christians who pray? Some Christians and people of other faiths think God hears and answers all our prayers.</li> <li>▪ There are many stories from the Christian community about answered prayer. Can a Christian visitor give your class some examples? Sometimes prayer is answered by a change in your feelings – 'After I prayed, I felt calm.'</li> <li>▪ If you could ask Jesus any questions about prayer, what would you ask?</li> <li>▪ Discuss in pairs what prayers would you answer if you were Jesus.</li> <li>▪ Should our school use prayers in collective worship? If so what kind of prayers?</li> <li>▪ Remind children we are asking 'Who is Jesus?' He is famous for teaching a prayer which hundreds of millions of people have been praying for thousands of years. Some people think he was the best teacher ever, especially the best teacher about God, prayer and other spiritual things.</li> </ul>	<p>ELGs: I can talk about my ideas and feelings about the Lord's Prayer.</p> <p>Most in Y1: I can ask and respond to questions about the meaning of parts of Jesus' prayer</p> <p>Most in Y2: I can express my ideas about matching music and images to some phrases in the Lord's Prayer.</p> <p>Most in Y2: I can give examples and express ideas about the Christian belief that praying is powerful.</p> <p>Most in Y2: I can ask and respond to questions about the meaning of the prayer.</p>	<p>The art curriculum connects with this activity – pupils choose images for themselves using simple criteria.</p> <p>If this idea is too hard for your age group, instead of asking them to make the images, you could pre-select some, and ask them to sequence and talk about the images. Lay them out on the floor and ask: which of the pictures goes with each key word?</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What happened when Jesus went to a wedding? Did Jesus inspire people by this miracle?</p>			
<p>Children will learn that Christians believe Jesus used his powers to help people.</p> <p>Children will think about whether this story is inspiring and whether this miracle makes Jesus inspiring</p>	<ul style="list-style-type: none"> <li>▪ Tell the story of Jesus going to a wedding at Cana in Galilee (John 2: 1-11). At appropriate points say '<i>What do you think will happen now?</i>' or '<i>How do you think things will end?</i>'</li> <li>▪ Put 3 objects which symbolise incidents from the story into a storytelling bag. Ask - what does each object represent and why? After using your bag for a few Bible stories tell one and ask children to decide on 3 objects to put in the bag to remind them of the story.</li> <li>▪ Ask children to 'freeze frame' the story – what were people thinking when the wine ran out? What did they think when the wine Jesus made them was shared?</li> <li>▪ What questions have children got about the story?</li> <li>▪ After you tell the story, in pairs one child retells the story while the other prompts. Or give children some items or pictures which relate to the story and they retell it using the visual aids. Or in a circle, children retell the story, each child taking up where the other left off. The story proceeds round the circle or a foam ball can be thrown across the circle to the child who has to carry on the story.</li> <li>▪ Children could complete thought bubbles to show what people thought in the story.</li> <li>▪ Ask why might Christians today read this story in a church. It is most often read at a wedding. Link this to work on Christian (and other) wedding ceremonies.</li> <li>▪ Make a display of 6 jars as mentioned in the story and ask children to draw a picture that is a sign of love to go with the wedding narrative.</li> <li>▪ Explain the Christian idea that Jesus had authority over things and special powers. He gave the wedding a 'very big present' – all that wine.</li> <li>▪ In our RE lessons we are asking: who was Jesus? Was he a miracle worker? Some people believe that, some don't. Remind children of the story of the huge picnic when 5000 people were fed. Talk about this idea again: '<i>a miracle is something that God does to help people.</i>' Some people believe in miracles, others don't. What significance might some Christians find in miracles?</li> </ul>	<p>ELGs: I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events e.g. in relation to a wedding celebration.</p> <p>Most in Y1: I can ask and respond to questions about my own experience of a wedding.</p> <p>Most in Y2: I can express my own ideas about the story of the wedding at Cana and what it might mean.</p>	<p>It's important to balance the ways Christians think and believe with alternative views. Some take the miracles literally whilst others believe they are symbolic. One definition of a miracle is '<i>any event which brings an overwhelming sense of the presence of God</i>'. Jesus didn't attach much importance to miracles – he tried to stop people following him because of them. Many who were present at the miracles were convinced by them, became followers and spoke of them 50 years later.</p>



INTENT	IMPLEMENTATION	IMPACT	NOTES
<p>What happens at a wedding in Church today? Why is Jesus' story at a wedding still often told?</p>			
<p>Children will learn that Jesus' stories matter to Christians today.</p> <p>Children will learn that some Christians ask God for help at the start of their marriage.</p> <p>Children will learn to think for themselves about people who love each other and how they celebrate.</p>	<ul style="list-style-type: none"> <li>Remind children of the story of the wedding at Cana in Galilee from John chapter 2 and how this Bible story is often read at a Christian wedding today.</li> <li>Show photos or artefacts from a Christian wedding. Explain that Christians believe the promises made at a wedding are made in God's sight and that God blesses a marriage with his presence. What promises should a couple make when they get married? Does making promises in public make a difference? Why are Christian (or Jewish etc) couples encouraged to attend religious instruction classes before they marry?</li> <li>Christian wedding words and ideas are about love, sharing, forgiveness, patience and persistence. What is love? Symbols include giving and receiving rings, a sign of 'endless love, endless marriage.' What are important reasons for getting married?</li> <li>Celebrating love can mean many things to different people. Look at photos of different types of weddings: a traditional Christian wedding in a church; a secular wedding in a Registry office; a same-sex wedding; and weddings from another faith e.g. a traditional Hindu wedding, with the bride dressed in red and gold.</li> <li>Ask children in pairs, then as a whole class, to make lists of 'what happens at weddings'. Sort the list into these headings: what you wear / what you say / what you do / what you eat / signs and symbols / religious celebration / family celebration.</li> <li>Give children a list of things on cards that might happen at a wedding and ask them which 5 (then 3, then one) are the most important. e.g. speeches/a disco party/a prayer/a Bible reading/harmony/special food/white dress/flowers/bridesmaids/a fancy car/gold rings/something old, new, borrowed, blue/a red and gold head dress /family all together/people who love each other/lots of wine/confetti. This activity aims to give children the chance to think about and say what is really most important at a wedding.</li> <li>Design: invitations to a wedding; or a congratulation card to the couple; or a wedding certificate using suitable symbols. Invent a commentary for a video of a Christian wedding obtained from a family. Invent a menu for the wedding. Design a wedding cake from boxes.</li> <li>Remind children of the unit question: who is Jesus? Or should it be who was Jesus? Explain that some people think Jesus was in history. (who was he?) Others belief that he lives today, and is with them when they get married. (who is he?) Do children think Jesus is with people today? What do they think that means?</li> </ul>	<p>ELGs: I can listen with enjoyment and respond to stories.</p> <p>Most in Y1: I can recall and name different types of wedding ceremonies.</p> <p>Most in Y2: I can find out some key features of wedding celebrations.</p> <p>Most in Y2: I can ask and respond to questions about what is really important at a wedding.</p> <p>Most in Y2: I can express my own ideas about the story of Jesus at the wedding in Cana and why it might be read at Christian weddings.</p>	<p>This lesson intends to connect a story from the gospels about a miracle with the way the story is used in the Christian community today. Good teaching will make the connection clear and simple.</p> <p>Work on weddings can be sensitive for those in divorced or separated families. Teachers should be alert to all the different needs in the classroom.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>What did Jesus do with his powers? Was Jesus' kindness inspiring?</b>			
<p>Children will learn the story of Jesus and the Ten Lepers.</p> <p>Children will learn about the ideas of power and prayer in the story.</p>	<ul style="list-style-type: none"> <li>▪ Tell the story of Jesus and the Ten Lepers from Luke 17: 11-19. What questions have they got about the story? Which question shall we explore more?</li> <li>▪ Also explore these questions:               <ol style="list-style-type: none"> <li>1. What was wrong with the men? (a dreaded skin disease) How did Jesus help?</li> <li>2. Who came back to say thank you? Why was Jesus surprised that it was the Samaritan who was thankful? Should everyone be thankful?</li> <li>3. What does this story have to do with prayers and with power?</li> </ol> </li> <li>▪ Ask pupils to choose two moments in the story that they think are its main points, and make sketches of these moments. They are to choose three words that sum up why these are the key moments. What significance might Christians find in this story?</li> <li>▪ Extension: Some pupils might make a drama out of this story, while others could explore the work of the Leprosy Mission in combating leprosy today by exploring <a href="http://www.leprosymission.org">www.leprosymission.org</a>, which has some child friendly information and images.</li> </ul>	<p>ELGs: I can listen with enjoyment and respond to stories</p> <p>Most in Y1: I can recall that Christians believe Jesus used his power to help people.</p> <p>Most in Y2: I can express my own ideas about Jesus using his power to help others.</p>	<p>So far we have referred to Jesus praying to God. But many Christians – and the Lepers in the story – ask Jesus for help in this story. This is another kind of Christian prayer.</p>
INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>What are my powers? What are my ideas about prayer?</b>			
<p>Children will learn to reflect on their powers and how they might use them.</p> <p>Children will learn to consider ideas about praying</p>	<ul style="list-style-type: none"> <li>▪ Explain how you have noticed how some children help others and how that gives you hope. Pupils discuss their experiences of making a difference through caring: helping and being helped, giving and receiving kindness.</li> <li>▪ Explain how you have noticed how the children are changing. Pupils reflect on their powers, how they have the power to change something about themselves and who or what might help them to do so. They record this using a writing frame or picture or design a banner about themselves.</li> <li>▪ Pupils could respond to ideas about praying by running to one of three stations for 'yes' 'no' and 'not sure' as sentences are read out which might include:               <ul style="list-style-type: none"> <li>o I liked learning about praying.</li> <li>o Prayer is important for people I know.</li> <li>o I think praying is difficult.</li> <li>o I know why the Lord's Prayer is important for Christians.</li> <li>o Saying 'thank you' is easier than saying 'sorry'.</li> </ul> </li> </ul>	<p>ELGs: I can use talk to organise and clarify thinking, ideas, feelings</p> <p>Most in Y1: I can recall ways in which Christians pray.</p> <p>Most in Y2: I can respond to questions about changing</p> <p>Some in Y2: I can express my own ideas about praying and power, or between personal choices to help others and power.</p>	<p>Many schools struggle to find time for RE. This unit makes opportunities to share time with literacy, PSHE, Art and ICT.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>What inspiring image of Jesus would pupils like to create?</b>			
<p>Children will learn to express their understanding and insight into the meaning and significance of Jesus' life and teaching in a contemporary context.</p>	<ul style="list-style-type: none"> <li>▪ This lesson starts the assessment of the unit (refer to the assessment section above). Tackle this creative task in small, mixed age teams of 4-7 year olds, with plenty of time – mix it up with art. The aim of the assessment is to give the children a chance to show what they can do with what they have learned – assessment for learning.</li> <li>▪ Pupils are to imagine that they have been asked by a local Church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the gospels as its title (give pupils a choice). Pupils to write an explanation of why their design is a good one in less than 100 words.</li> <li>▪ Work with sharpies and acetate, perspex, cut foil, cellophane or translucent tissue paper is appropriate – and a lot of fun.</li> </ul>	<p>Most in Y1: I can find out about what makes Jesus an important person for Christians.</p> <p>Most in Y2: I can ask and respond to questions about what Christians might find inspiring about Jesus.</p> <p>Some in Y2: I can express through my artwork the reasons why Jesus is inspiring.</p>	<p>Use a package like 'Kids Paint' to make initial designs ideas.</p> <p>Links to Art and Design curriculum.</p>

INTENT	IMPLEMENTATION	IMPACT	NOTES
<b>So why is Jesus inspiring to some people?</b>			
<p>Children will learn about why Jesus is inspiring to many people</p> <p>Children will learn to express their own answers to the question 'Who is Jesus?'</p>	<ul style="list-style-type: none"> <li>• Jesus told stories using quickness of mind and profundity of thought to his followers who admired him, and to strangers and to angry authority figures with the impact that 'they were afraid the people would riot'.</li> <li>• Conscience Ally: Children line up in 2 parallel lines. They represent the conscience of a person who isn't sure about Jesus and why or whether he is inspiring. A child in the role of the person walks between the lines as the others whisper what they think his or her thoughts about Jesus being inspiring or not would be.</li> <li>• True or False: Either pupils move to different sides of the room depending on whether the statements are true, false or not sure. Or print statements onto card; cut them up and children sort them into true or false. For example: Most Christians believe the Bible is the word of God. Most Christians believe the Bible is a history book. The New Testament contains Jewish scriptures. The Bible shows Christians how to live. Christians believe the Bible was written by Jesus. Christians believe Jesus told stories which help with life. The Old Testament contains Jewish scriptures which Jesus studied when he was young. Most Christians believe God speaks to them as they read the Bible. Jesus taught important prayers and wrote them down.</li> <li>• Recap the work children have done.             <ol style="list-style-type: none"> <li>1. Why do Christians like the Bible?</li> </ol> </li> </ul>	<p>ELGs: I can use language to recreate experiences relating to stories of Jesus and to prayer in the Christian community.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events e.g. in relation to a story or a festival</p> <p>Most in Y1: I can find out about some ways that Jesus is inspiring to some people.</p>	<p>If you have a mixed age class, then there are activities here for 4-5s, 5-6s and 6-7s.</p>

	<ol style="list-style-type: none"> <li>2. Zacchaeus – ‘the meany who changed’: How did Jesus change him?</li> <li>3. Feeding 5000 people at a surprise huge picnic: what happened there? What do the children think it meant? What did we learn about the word ‘miracle’?</li> <li>4. The Lord’s Prayer: how is it used, what does it mean? What new words did we learn?</li> <li>5. What happened when Jesus went to a wedding? What did it mean?</li> <li>6. Jesus’ powers: what special things did Jesus do?</li> </ol> <ul style="list-style-type: none"> <li>• Show a small number of pictures of Jesus and ask them to choose one to enlarge in colour on the copier, to be the centre of the display.             <ol style="list-style-type: none"> <li>1. Give each child a quote bubble, a think bubble and a picture frame. Ask them to write in the quote bubble one thing they learned that made Jesus inspiring. Give them a choice if this is too hard: Jesus was kind. He told great stories. He had special powers. He did some miracles. People liked him. He taught people to pray.</li> <li>2. In the think bubble, can they write one question they would like to ask Jesus if they could? Talk about the questions they think up: how might the answers be found? Can we guess or infer the answers from what we know about Jesus from his story?</li> <li>3. In the picture frame, draw a moment they enjoyed from one of the stories. Older pupils can write the reason they chose this moment.</li> <li>4. Organise the work into a display, and keep talking about it. Can older children explain the display to younger children?</li> </ol> </li> </ul> 	<p>Most in Y2: I can recall and name features such as prayer, parable and miracle to identify key aspects of Jesus’ life and teachings.</p> <p>Most in Y2: I can ask and respond to questions about how different people describe Jesus.</p> <p>Most in Y2: I can express my answers to the question ‘Who is Jesus?’</p> <p>Some in Y2: I can express my ideas and opinions about the impact that believing in Jesus has on a Christian’s life.</p>	
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