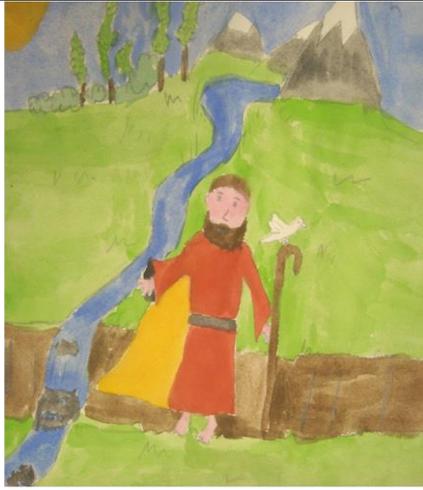
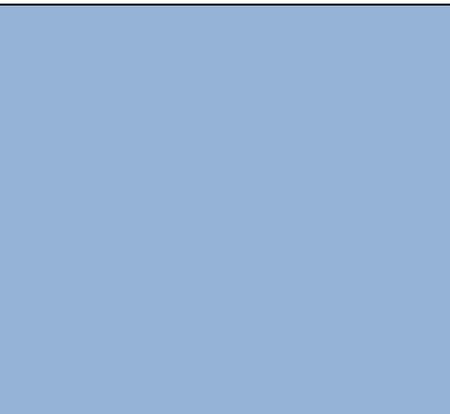
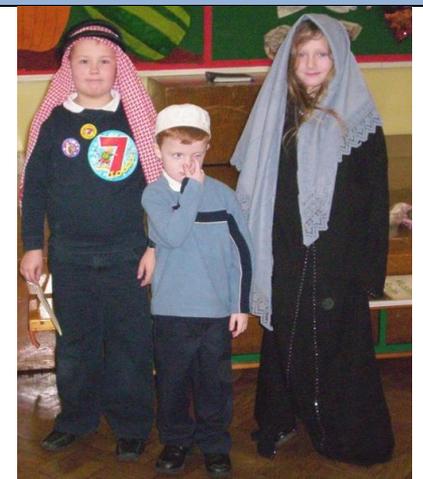
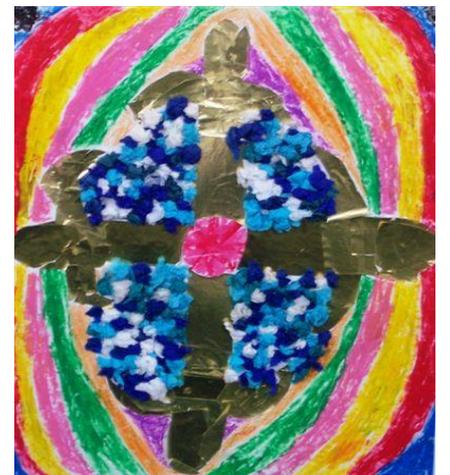


**Cumbria SACRE
RE Agreed Syllabus
Support for
Teachers through
Planned
Investigations**



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



Title of the Investigation:

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

Year Group R / 1 / 2

About this unit:

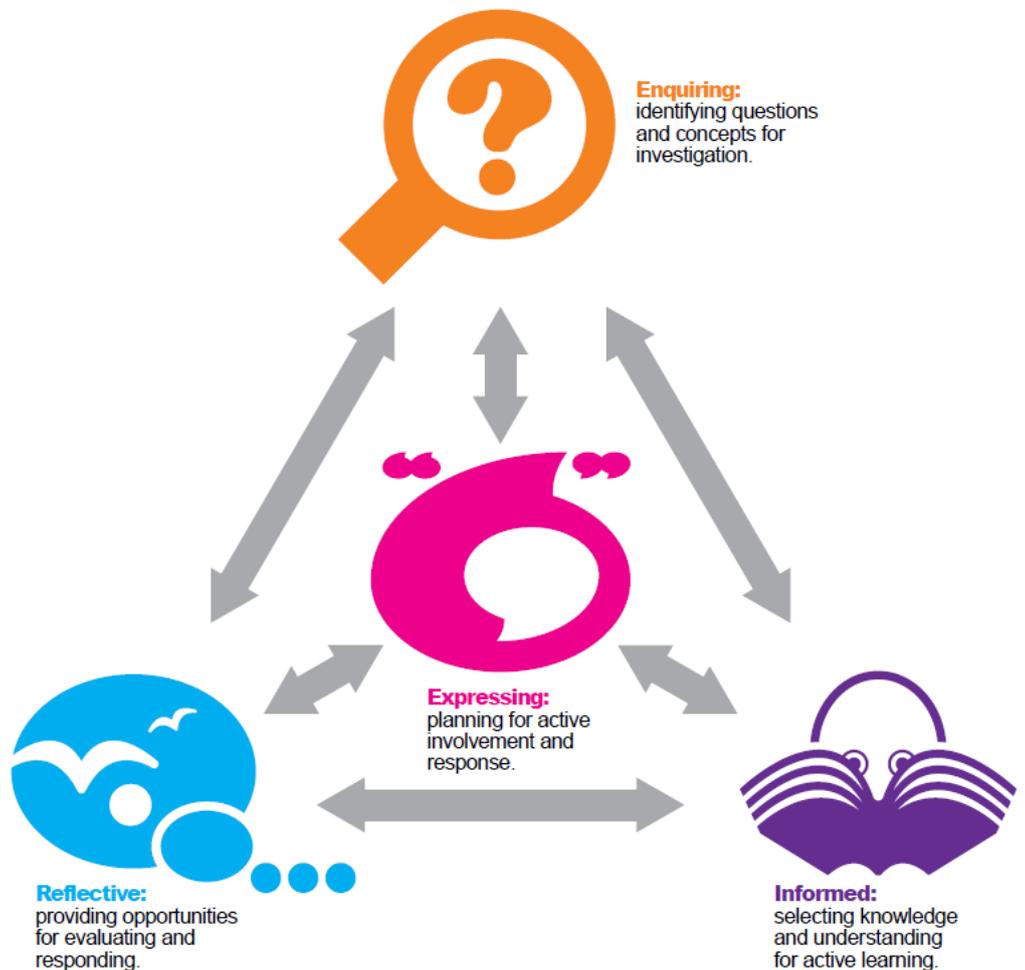
This unit of RE for Cumbria SACRE focuses on why Jesus is seen as inspirational to some people by exploring key aspects of Jesus' life and teachings. Pupils consider why Jesus is so important to some people and about the idea of an inspiring person. This is a hard idea for this age group in some ways, so needs careful teaching. There is a focus on prayer, which Christians may explain to children 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 particularly about Christian prayer, pupils get the opportunity to explore how Jesus is shown in art. 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 Enquiring 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



Estimated time for this investigation:

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' if children can 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 make up some questions about praying for the visitor. There are very good links with literacy in this work.

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

- Religious beliefs, teachings and sources (AT1)
- Religious forms of expression (AT1)
- Questions of identity and belonging (AT2)
- Questions of values and commitments (AT2)

Attitudes focus:

This unit enables pupils to develop attitudes of:

- Developing confidence to express their own thoughts or beliefs about the importance of Jesus, for Christians or for other people
- Developing skills of listening and a willingness to learn from others
- Being willing to learn and gain new ideas from others people's beliefs about Jesus
- Developing pupils' capacity to respond creatively to religious and spiritual questions and materials
- Respecting other people and their 'inspirations'.

RE in mixed age classes and small schools:

It is challenging to make progression in RE work across the 4-7 age range in the classroom of mixed age children. The writer of these units has made a serious effort here, but teachers from R, Y1 and Y2 are encouraged to be selective and develop their own well targeted practice at every point.

Contributions to spiritual, moral, social and cultural development of pupils

The unit enables pupils to develop:

Spiritually by learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Christianity;

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

Socially 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.

Culturally 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"> ▪ Learnt that Jesus was the founder of Christianity ▪ An understanding of what Jesus was like through the stories he told and his actions ▪ A basic awareness of the place of the Bible in Christian life ▪ A basic awareness of Christian worship through festivals ▪ Learnt about and from the significance well-known festival symbols, e.g. the cross or the Paschal candle, through seeing them on visits to churches ▪ Learnt about and from the Christian concepts of God as Creator and as a loving parent ▪ Learnt about and from the life and teaching of the historical Jesus. 	<p>Pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity and Judaism</p> <p>Christ Jesus Christian Gospel Jew Teacher Rabbi Synagogue Temple Bread Shepherd Light Parables Disciple Trinity Miracle Crucifixion Resurrection Incarnation</p> <p>Religion generally:</p> <p>Follower Founder God Belief Faith</p> <p>Religious and Human Experiences:</p> <p>Inspiration Excitement Disappointment Betrayal Remembrance Wonder Bewilderment Celebration Festival Reflection</p>	<p>Useful websites:</p> <ul style="list-style-type: none"> • The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: http://www.bbc.co.uk/learningzone/clips • www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some useful materials for teaching to this age group. • Images of Christian artefacts: http://www.strath.ac.uk/redb/ • A range of images of Jesus and points of view http://www.rejesus.co.uk/site/module/faces_of_jesus/ • http://www.religionfacts.com/jesus/image_gallery.htm • RE:Quest: www.request.org.uk • The National Society supports RE with some books and this website on 'Encountering Christianity' www.encounterchristianity.co.uk <p>Art and images:</p> <ul style="list-style-type: none"> • Holman Hunt's painting 'The Light of the World' and/or Stanley Spencer's 'Resurrection in Cookham Graveyard' are useful for work on the 'I am...' sayings of Jesus. • 'The Christ We Share', a picture pack from the Methodist Church / USPG is a useful set of images for children to use. • Picturing Jesus Packs A and B and 'Fresh Ideas' (with whiteboard disc) and Picturing Easter (RE Today) from RE Today <p>Books:</p> <ul style="list-style-type: none"> • Jesus (Developing Primary RE series) RE Today • Faith stories (Developing Primary RE Series) RE Today • Teaching about Jesus Anthony Ewens & Mary Stone (RMEP) • Jesus J Aylett & R Holden-Storey Hodder & Stoughton • The Life of Jesus D Stent Blackwell <p>Artefacts: Available to purchase from:</p> <ul style="list-style-type: none"> • Articles of Faith (Tel: 0161 763 6232) • Religion in Evidence (Freephone 0800 137525)] <p>Audio and video resources:</p> <ul style="list-style-type: none"> • Miracle Maker Warner Home video / DVD or on You Tube– an indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is supported by teaching ideas from the Bible Society UK: www.biblesociety.org.uk/miraclemaker • BBC: Pathways of Belief videos and teachers notes. • Channel 4: Stop, Look & Listen Animated Bible Stories or Water, Moon, Candle, Tree, Sword • Animated World faiths Programme 1: Life of Christ; • YouTube can be a useful source of brief video clips of the famous and inspirational.

Expectations: At the end of this unit of work, pupils will show some achievements:	
Nearly all pupils will show some learning from the Early Learning Goals:	<ul style="list-style-type: none"> ▪ Children listen with enjoyment and respond to stories, ▪ Children use and explore the meaning of some key words from Christianity like Jesus, God, Bible, prayer and trust. ▪ Children use language to imagine and recreate roles and experiences relating to stories of Jesus and to prayer in the Christian community. ▪ Children use talk to organise, sequence and clarify thinking, ideas, feelings and events e.g. in relation to a story or a festival. ▪ Children sequence some pictures to show what happened in a narrative.
Level 1 Many pupils will be able to:	<ul style="list-style-type: none"> • Identify some simple ways Jesus is inspiring to some people. • They will be able to talk about why a book is special to them. • They will be able to talk about praying, asking simple questions of their own ▪ They will be able to remember some stories they have enjoyed.
Level 2 Some pupils will be able to:	<ul style="list-style-type: none"> ▪ Use religious words and phrases, such as prayer, parable and miracle to identify key aspects of Jesus' life and teachings. ▪ Show awareness of how different people describe Jesus ▪ Retell some stories of Jesus ▪ Identify how Jesus has been represented in different ways. ▪ Suggest a meaning from a story of Jesus or a symbol of Jesus. ▪ Respond sensitively to questions about the importance of Jesus for themselves and others.
Level 3 Some high achieving pupils can be challenged to:	<ul style="list-style-type: none"> ▪ Use a developing religious vocabulary, such as Lord's Prayer or forgiveness to describe key aspects of Jesus' life and teachings. ▪ Begin to identify the impact that believing in Jesus has on a Christian's life. ▪ Describe some ways in which Jesus has been represented in art or music ▪ Make links between some Christian beliefs and some stories about Jesus found in the New Testament. ▪ Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.

ASSESSMENT SUGGESTION:

RE needs an 'assessment for learning' approach to gathering evidence of pupils' achievements but there is no need for every unit to produce assessment outcomes on paper. Using verbal responses, artistic and creative skills and written responses from children to weigh up evidence of achievement is best with this age group.

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 the life and teachings of Jesus - or 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 (give pupils a choice). 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 like to host an 'exhibition' of the work that comes from this unit and this task. The task could be collaborative, around the class, with each child contributing an image to a mosaic overall design.

Pupils can be asked to remember to:

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

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What is an inspiring person? Who is an inspiring person?			
<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>	<ul style="list-style-type: none"> Set up a play session for the younger children in which they play with some superhero figures, and outside the classroom play at being superheroes. Talk about it: if you were a hero, what special power would you like? Who is your favourite superhero? <p>Who is a hero? Being inspired: what's that?</p> <ul style="list-style-type: none"> Show the class a movie clip with a hero they love in it. Talk about heroes, people who make us feel good. Can they make a list? Shrek, Buzz Lightyear, Simba the Lion King, Mr Incredible, Cinderella etc. Ask pupils in pairs to sort out a list of heroes - 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 and put in a dinner lady, a lollipop attendant, someone's gran, a vicar etc. Who's the greatest hero? Different for different people. What makes these heroes similar? Why do people like them? How do we show who our heroes are? Discuss with pupils the idea of being inspired: tell them we are inspired by our heroes who make a difference to us. Ask them to give examples of 'real world' heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these? Focus on the idea of 'inspiration' with older pupils, 6-7s: 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. 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? After this discussion, show a picture of Jesus (choose carefully!) Explain to the class that some people put him as the top hero ever, more than a hero and more than a superhero. These people are Christians, and they call Jesus the 'Lord' Jesus. Ask for any questions the children would like to ask, and suggest answers or note them down for answers in the future. 	<p>ELG: Use talk to respond to stories Try out new words and talk about their meanings</p> <p>Level 1: I can identify and talk about examples of heroes.</p> <p>Level 2: I can respond sensitively to ideas about heroes and inspiring people. I can choose inspiring people of my own.</p> <p>Level 3: I can make links between inspiring people from different settings.</p>	<p>This work connects to literacy, SEAL 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>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
Who was Jesus? What book tells Christians about Jesus? How does the Bible show Jesus was – and is - inspiring?			
<p>Children will learn that the Bible is the sacred book which forms the basis of Christianity.</p> <p>Children will learn that stories which give insight into the nature of God and God's relationship with humans are from the Christian Old Testament.</p> <p>Children will learn that a story which gives insight into the teaching of Jesus about God is found in the Christian New Testament.</p>	<ul style="list-style-type: none"> Set up a play area for children -with craft materials to make a book cover. Ask them to cut and stick a beautiful cover for a special book. Show some examples. Can they decorate a book cover with jewels, feathers, silver paper shapes, other trinkets and ideas? Ask children to say what they know about Jesus. Give them a true / false quiz, where they run to one side of the room or the other to show their answers to points like these: Jesus was born in Bethlehem (T) / Jesus comes after Queen Victoria (F) / Jesus was English (F) / Jesus had 12 friends called disciples (T) / Jesus was a fisherman (F). The mother of Jesus was called Mary (T) Look at a display of important books, making sure it includes at least three different kinds of Bibles. Can children identify which books are the Bibles? Are there special ways of presenting the Bible? e.g. leather covers and gold edges. But not all Bibles are like this. There are many kinds of Bibles -some are Children's Bibles, or especially for teenagers. Explain that the Bible is a collection of writings by many authors, divided into two parts. The 'Old Testament' (which is also the Jewish Bible) tells stories about God & gives rules about how to live. The New Testament is about Jesus & his followers. For Christians, it is a guidebook to life. Use the best learning methods from the literacy strategy for deepening understanding of stories. Bible stories are examples of 'stories from a range of cultures' or 'traditional stories'. The next few lessons are about stories of Jesus. Show clips from 'The Miracle Maker' DVD to explore stories of Jesus. e.g. the miracle catch of fishes. Focus on the two greatest commandments – love God and love your neighbour. Matthew 22: 37-39. Explore what these mean. Suggest ways in which Christians can show they love God and show they love their neighbour. Create a role play that shows what happens when people follow the commandment, and what might happen if they do not. Explore key themes of some Bible stories and connect these with pupils values and experiences (e.g. kindness, making others happy, saying sorry, forgiving, helping others). Write simple chosen words about these experiences and ask each child to illustrate one experience. Explain that Christians get their values from the Bible. <p>Why do Christians love the Bible?</p> <ul style="list-style-type: none"> Go back to the display of books. Give each child a black and white line drawing of an open book (like the one on the right). Children complete one of these: either draw a picture into it of a way Christians use the Bible, or write a simple reason why Christians love the Bible. Support staff may do copy writing after talking with the children. Make a display of these Bible pictures. 	<p>ELGs: Use language to imagine and recreate roles and experiences relating to stories of Jesus.</p> <p>Level 1: I can talk about my own ideas and beliefs about God.</p> <p>Level 2: I can suggest what can be learnt from Bible stories about God.</p> <p>Level 3: I can make connections between my experiences and themes in the stories and say what a Christian might do.</p>	<p>This lesson is also suggested in the unit on Special Books – use it only once if you are doing both the units.</p> <p>These stories were not written for children and can pose difficult questions which need handling with care.</p>
			

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
When Jesus wanted to feed a crowd, what happened to a boy's packed lunch? Is a miracle inspiring?			
<p>Children will learn the difference between a miracle and a magic trick (Believers think that God does a miracle for a loving purpose. Magic tricks are a way of fooling you)</p> <p>Children will understand what is inspiring to Christians about a miracle story of Jesus.</p> <p>Children will reflect on the ways other people can inspire us.</p> <p>Children will work on a drama story telling activity in a team.</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> <p>Jesus inspired people. How does the story of feeding 5000 + walking on water show this?</p> <ul style="list-style-type: none"> ▪ Ask children if they have ever been on a big picnic. Who has eaten a meal in the open air with ten people? 20? 50? Explain that the first story of Jesus we are going to learn from is about a big picnic. 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. There are lots of miracle stories about Jesus in the Bible. ▪ Read and retell the story of Jesus feeding 5000 people with 5 loaves and two fish in the gospel of John chapter 6 verses 1-33. This story is immediately followed by the story of Jesus walking on the water. Use the play crowd that the children made, and if possible have 5 bread rolls and two fish. ▪ Teachers who use P4C methods with this age group could use this text as the basis for a community of enquiry. Good RE comes from this. ▪ Organise a dramatised retelling of the story in which 6 children are appointed to be the boy with the food, the disciples who bring him to Jesus, Jesus himself, members of the crowd, 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. ▪ Ask pupils to imagine that they have just seen Jesus perform the miracle they explored previously. The teacher or an older pupil could 'take the hot seat' and answer questions from the children about the events of the day in the role of one of Jesus' followers. Include questions about inspiration: was Jesus inspiring? How? When? Who for? Why? ▪ In pairs use the strategy think / pair / share pupils try to create acrostic poems on the word 'Inspire' or the word 'Follow' to show what they have learned. Share these in circle time. ▪ Ask children who might have been inspired by these stories to say thank you? Would people have been inspired to be generous, and to share? What has helped the children to be thankful or to share? ▪ 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 their names together. 	<p>ELGs: Listen with enjoyment and respond to stories, extend their vocabulary, exploring the meaning and sounds of new words</p> <p>Use language to imagine and recreate roles and experiences.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Retell narratives in the correct sequence, drawing on language patterns of stories.</p> <p>Level 1; I can talk about questions: who is kind in the story? What is a miracle?</p> <p>Level 2: I can retell the story of feeding 5000, one of Jesus' miracles.</p> <p>Level 3: I can make links between the story and the way Jesus inspired people.</p>	<p>Use a voice recorder to catch children's poems, -it adds status and value to the work.</p> <p>Use other stories of Jesus in similar lessons e.g. Jesus calling disciples, or Jesus meeting Zacchaeus and changing his lonely life.</p> <p>There are many strategies for unpacking a story in RE: use art, drama, music or thinking skills.</p> <p>Acrostic Example I guess they are hungry Not much to eat So Jesus takes the bread Prays about the fish Invites them to share Really amazing Everyone full up Delighted</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE								
How did a 'meany' turn into a generous man? Is it inspiring to help someone to be generous?											
<p>Children will hear and think about the story of Zacchaeus.</p> <p>Children will be enabled to respond sensitively to the story for themselves.</p> <p>Children will have an opportunity for moral development by thinking of themselves as generous.</p>	<ul style="list-style-type: none"> 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 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. Tell the story of Zacchaeus from the Bible in Luke 19:1-10. An excellent children's version is The Magpies Tale by Butterworth & 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 that they have found from the story. 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? Children can talk about how the following sentences might end: <table border="1" data-bbox="353 724 1581 951"> <tr> <td data-bbox="353 724 969 767">'At first Zacchaeus was...'</td> <td data-bbox="974 724 1581 767">'Jesus was fair to Zacchaeus when...'</td> </tr> <tr> <td data-bbox="353 770 969 813">'Because he was a short person, Zacchaeus...'</td> <td data-bbox="974 770 1581 813">'When we are lonely, then...'</td> </tr> <tr> <td data-bbox="353 817 969 892">'I would like to be generous because... I would not like to be mean because...'</td> <td data-bbox="974 817 1581 892">'At the end of the story, Zacchaeus was changed because...'</td> </tr> <tr> <td data-bbox="353 895 969 951">'I expect he often felt...'</td> <td data-bbox="974 895 1581 951">'People did not like Zacchaeus because...'</td> </tr> </table> 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? Ask: What can I do for others today? In the classroom; in the playground; at home this evening. What am I good at? What would I need to give up in order to help? Give out a task sheet, with two frames: one "Helping Others" and one headed "Helping Myself". Pupils draw themselves having made choices to be helpful. Discuss how hard it can be to help when you really want to do something else. Explain the way some people give up a lot of their time to help others. This could be their chosen job: e.g. the caring professions. Can the class list some such people? Or it could be unpaid: giving up a summer holiday or a gap year, or helping in other ways such as charities associated with school. 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? 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? 	'At first Zacchaeus was...'	'Jesus was fair to Zacchaeus when...'	'Because he was a short person, Zacchaeus...'	'When we are lonely, then...'	'I would like to be generous because... I would not like to be mean because...'	'At the end of the story, Zacchaeus was changed because...'	'I expect he often felt...'	'People did not like Zacchaeus because...'	<p>ELGs: Listen with enjoyment and respond to stories.</p> <p>Extend their vocabulary, using and exploring the meaning of some key words from Christianity like Jesus, God, Bible, and trust.</p> <p>Level 1: I can identify a key point from the story.</p> <p>Level 1: I can recount the outline of the story.</p> <p>Level 2: I can respond to the story of Zacchaeus thoughtfully and sensitively.</p> <p>Level 3: I can make links of my own between the story and my own life.</p> <p>Level 3: I can describe 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...' add a 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 would like to be generous because... I would not like to be mean because...'	'At the end of the story, Zacchaeus was changed because...'										
'I expect he often felt...'	'People did not like Zacchaeus because...'										

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What is the Lord's Prayer? What does it mean? Did Jesus inspire people by teaching them to pray?			
<p>Children will know that Jesus prayed to God.</p> <p>Children will know that the Lord's Prayer is an important Christian prayer.</p> <p>Children will reflect on the meaning of the Lord's Prayer.</p> <p>Children will consider whether praying is a powerful and inspiring activity.</p>	<ul style="list-style-type: none"> ▪ Remind pupils that we are asking about what made Jesus inspiring. Do they know that a prayer he made up is used by hundreds of millions of people? Do children know about the Lord's Prayer? Tell the story of Jesus teaching his disciples the Lord's Prayer. 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? ▪ Talk to children about its content and purpose. Explain that many people know this prayer by heart, and talk about what learning by heart means. Listen to a 2 year old sing the Lord's prayer on http://www.youtube.com/watch?v=AR4PQ30VkBk 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? ▪ Talk about some of the confusing words in the prayer and what they mean e.g. 'hallowed be' or temptation. As a class underline the different parts of the prayer that need clarification and discuss them. ▪ 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. ▪ 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. ▪ Watch two versions of the Lord's Prayer e.g. www.youtube.com/watch?v=84nd7o1zjjA Ask the children what they like or dislike about it and any questions they have. Then look at e.g. www.youtube.com/watch?NR=1&v=fUerHJD1n7o&feature=endscreen (or any similar – check by searching and watching). What do they like or dislike about it? 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. 	<p>ELGs: Use talk to organise, sequence and clarify thinking, ideas, feelings and events e.g in relation to a story.</p> <p>Level 1: I can identify the Lord's Prayer as a special prayer for Christians.</p> <p>Level 2: I can recognise the Christian idea that praying can be powerful by giving an example.</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>Be relaxed about the unanswerable questions in this work: they are an important part of the way RE explores mystery.</p>

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What sort of pictures could go in a book or slide show of the Lord's Prayer? Is it inspiring?			
<p>Children will reflect on the meaning of the Lord's Prayer through speaking, listening and creative work.</p> <p>Children will consider whether praying is a powerful activity.</p>	<ul style="list-style-type: none"> ▪ 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. ▪ 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. ▪ 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 ICT based image bank, or pictures cut from magazines, or their own artwork. You could ask a group of 12 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. ▪ 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. ▪ 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.' Prayer is not magic! ▪ 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. 	<p>Level 1: I can talk about what some parts of Jesus' prayer mean, and choose a picture to go with them.</p> <p>Level 2: I can respond to the task of matching music and images to the phrases of the Lord's Prayer.</p> <p>Level 2: I can recognise the Christian idea that praying can be powerful by giving an example.</p> <p>Level 2: I can ask questions and think about answers 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>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
<p>What happened when Jesus went to a wedding? How is the story used today? Did Jesus inspire people by this miracle?</p>			
<p>Children will begin to understand that Christians believe Jesus used his powers to help people.</p> <p>Children will think about whether a miracle is inspiring and whether this is inspiring about Jesus.</p>	<ul style="list-style-type: none"> ▪ Tell children the story of Jesus going to a wedding at Cana in Galilee (John 2: 1-11). ▪ Ask children to ‘freeze frame’ though the story – what were people thinking when the wine ran out? What did they think when the wine Jesus made them was shared? What questions have children got about the story? Children could complete simple thought bubbles to show what people thought in the story. ▪ Ask children when they think Christians today might read this story in a church. It is most often read at a wedding. Link this to work on Christian (and/or other) wedding ceremonies. ▪ Six water jars: Make a display of the 6 jars mentioned in the story and ask children to draw a picture that is a sign of love to go with the wedding narrative. ▪ Remind children of the Christian idea that Jesus had special powers, and gave this wedding a ‘very big present’ – all that wine. ▪ We are asking: who was Jesus? Was he a miracle worker? Some people believe this. 	<p>ELGs: Use talk to organise, sequence and clarify thinking, ideas, feelings and events e.g. in relation to a wedding celebration.</p> <p>Level 1: I can talk about my own experience of a wedding.</p> <p>Level 2: I can respond to the story of the wedding at Cana.</p>	<p>It’s important to balance the ways Christians think and believe with alternative views in this work.</p>

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What happens at a wedding in Church today? Why is Jesus' story still often told?			
<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"> Show photos or artefacts from a Christian wedding. Explain that: Christians believe that the promises made at a wedding are made in God's sight. Christian wedding words and ideas are about love, sharing, forgiveness, patience and persistence. Symbols include giving and receiving rings, a sign of 'endless love, endless marriage.' Christians believe God blesses a marriage with his presence. 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. Celebrating love and being partners can mean many things to different people. Look at three photographs of weddings: one 'traditional Christian / Church wedding'; a secular wedding in a Registry office and a wedding from another faith e.g. a traditional Hindu wedding, with the bride in red and gold. Ask children in pairs, then the 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. Give children a list of things on cards that might happen at a wedding, and ask them which 5 (then three, then one) are really most important. The list might be: a disco party / a prayer / a reading from the Bible / special food / long white dress / flowers to carry / bridesmaids / a Rolls Royce car / gold rings / something old – new – borrowed – blue / a red and gold head dress / family all together / two people who love each other / lots of wine / confetti to throw. The activity aims to give children the chance to think about and say what is most important at a wedding. Remind children of the question: who is Jesus? Or should it be who was Jesus? Explain that some people think Jesus was in history (who was he?) Others think he lives today, and is with them when they married, for example (who is he?) Do the children think Jesus is with people today? What do they think this means? 	<p>ELGs: I can listen with enjoyment and respond to stories.</p> <p>Level 1: I can talk about two different kinds of wedding ceremonies.</p> <p>Level 2: I can recognise some key features of wedding celebrations.</p> <p>Level 2: I can respond sensitively to some ways people celebrate a wedding.</p> <p>Level 2: I can retell the story of Jesus at the wedding in Cana.</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: teachers should be alert to all the different needs in the classroom.</p>

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What did Jesus do with his powers? Was Jesus' kindness inspiring?			
<p>Children will describe the story of Jesus and the Ten Lepers.</p> <p>Children will consider thoughtfully the ideas of power and prayer in the story.</p>	<ul style="list-style-type: none"> ▪ Tell the story of Jesus and the Ten Lepers from Luke 17: 11-19. What questions have they got about the story? Ask them to talk about these questions: <ul style="list-style-type: none"> ○ What was wrong with the men? (a dreaded skin disease) How did Jesus help them? ○ Which one came back to say thank you? ○ Why was Jesus surprised that it was the mixed race Samaritan who was thankful? Should everyone be thankful? ○ What does this story have to do with prayers and with power? ▪ 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. ▪ Extensions: 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 www.leprosymission.org, which has some child friendly information and images. 	<ul style="list-style-type: none"> ▪ Level 2: I can recognise how Christians believe Jesus used his power to help people. ▪ Level 2: I can respond to the idea that Jesus used his power to help others. 	<p>So far in this unit 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>
How and why do Christians pray today? Do some people find inspiration and power through praying?			
<p>Children will develop awareness that Christians believe prayer is a source of power from God.</p>	<ul style="list-style-type: none"> ▪ Examine posters, leaflets, and photos of notice boards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities. Can you get a Christian visitor or school staff member to come and answer questions about prayer? ▪ Use the www.request.org.uk to explore some varieties of Christian prayer. There is a useful section on prayer and on the Lords Prayer in the Infants section of the site. ▪ 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 sign of peace. ▪ 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. 	<p>Level 1: I can talk about how some Christian people pray.</p> <p>Level 2: I can respond to the idea of praying and meditating.</p> <p>Level 3: I can describe some different kinds or purposes of prayer.</p>	<p>This work connects with traditional story' in Year 2 literacy. Pupils can practice their writing of explanations using causal connectives.</p> <p>This can be the basis of assessment in this unit.</p>

LEARNING OBJECTIVES	TEACHING AND LEARNING	LEARNING OUTCOMES	POINTS TO NOTE
What are my powers? What can I do that makes the world better? What are my ideas about prayer?			
<p>Children will reflect on their powers and how they might use them.</p> <p>Children will consider ideas about praying.</p>	<ul style="list-style-type: none"> ▪ Teacher explains how she/he has noticed how some children help others and how that gives her hope. Pupils discuss their experiences of making a difference through caring: helping and being helped, giving and receiving kindness. ▪ Teacher explains how she/he has 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. ▪ Ask pupils to respond to some ideas about praying by using a set of sentences and asking pupils to run to one of three stations for 'yes' 'no' and 'not sure'. Sentences might include: <ul style="list-style-type: none"> ○ I liked learning about praying... ○ Praying is important for me... ○ I think praying is difficult... ○ I know why the Lord's Prayer is important for Christians... ○ Saying 'thank you' is easier than saying 'sorry'... 	<ul style="list-style-type: none"> ▪ Level 1: I can identify two ways Christians pray. ▪ Level 2: I can respond showing that I am aware that I can / may change . ▪ Level 3: I can make links between praying and power, or between personal choices to help others and power. 	<p>Many schools struggle to find time for RE. This unit makes opportunities to share time with literacy, SEAL and PSHE, Art and ICT.</p>
What kind of inspiring image of Jesus for the 21st Century would pupils like to create?			
<p>Children will 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"> ▪ 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. ▪ 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. ▪ Work with Perspex, cut foil, cellophane or translucent tissue paper is appropriate. 	<p>Level 1: I can identify what makes Jesus an important person for Christians.</p> <p>Level 2: I can suggest what Christians might find inspiring about Jesus.</p> <p>Level 3: I can describe my artwork which expresses 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>

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So why is Jesus inspiring to some people?			
<p>Children will recall their learning from this unit.</p> <p>Children will think for themselves about the key question: why is Jesus inspiring to some people?</p>	<p>Recap the work children have done. Who can remember what about:</p> <ul style="list-style-type: none"> • Why do Christians like the Bible? • Zacchaeus – ‘the meany who changed’: How did Jesus change him? • Feeding 5000 people at a surprise picnic: what happened there? • The Lord’s Prayer: how is it used, and what does it mean? • What happened when Jesus went to a wedding? What did it mean? • Jesus’ powers: what special things did Jesus do? <p>Display: Simple responses from every child</p> <p>Show a small number of pictures of Jesus your class will like, and ask them to choose one to enlarge in colour on the copier, to be the centre of the display.</p> <ul style="list-style-type: none"> ▪ 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: He was kind. He told great stories. He had special powers. People liked him. He taught people to pray. ▪ 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. ▪ In the picture frame, draw a moment they enjoyed from one of the stories. Older pupils can write the reason they chose this moment) ▪ Organise the work into a display. 	<p>ELGs: Use language to recreate experiences relating to stories of Jesus and to prayer in the Christian community.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events e.g. in relation to a story or a festival</p> <p>Level 1: Identify some simple ways Jesus is inspiring to some people.</p> <p>Level 2: Use religious words and phrases, such as prayer, parable and miracle to identify key aspects of Jesus’ life and teachings.</p> <p>Level 2: Show awareness of how different people describe Jesus</p> <p>Level 3: Begin to identify the impact that believing in Jesus has on a Christian’s life.</p>	<p>If you have a mixed age class, then there are activities here for 4-5s, 5-6s and 6-7s.</p>