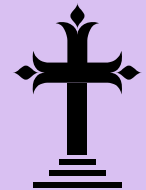
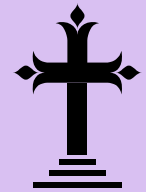


CHRISTIANITY KS 1 Unit 3: Jesus' friends and His teaching

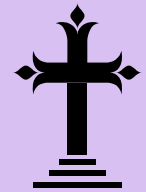


<p>What this unit contains</p>	<p>This unit introduces pupils to Christian beliefs about God and Jesus' teaching about the relationship between God and people. It explores what it means to believe someone. The parables of the Lost Sheep, the Good Samaritan and the Prodigal Son are explored as ways to find out what Jesus taught about the relationship between God and people and how Christians believe God wants people to live.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the third Christianity unit. It further develops pupils' understanding of Jesus' life and how he taught people through story.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Relate the idea 'who is my neighbour?' to national and international crises - this could involve developing a practical response e.g. a practical event for refugees. 		
<p>Vocabulary</p> <p>Christian Jesus parable Samaritan</p> <p>sorry forgive forgiveness sheep</p> <p>shepherd lost found good</p> <p>bad neighbour son</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ People have responsibility for each other - even those who are not usually considered friends. ➤ Understanding of the world community. 		



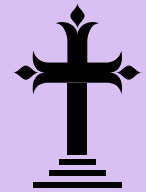
Unit 3 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand the importance of trust; ➤ know that Christians believe Jesus told them about God; ➤ appreciate what makes people special; ➤ know that teachers use stories to help them understand more about the world etc. 	<p>√</p>	<p>√</p>	<p>What does it mean to believe someone? Role-play situations where trust is important. Play a trust game – choose a pair of pupils and blindfold one member - let this child be guided through an obstacle course by the command of the other child. Repeat with another pair of children. Discuss - what is trust?</p> <p>Talk about the qualities pupils most admire in adults in their lives. Record one good thing about every adult in the school who they know.</p> <p>Discuss how different teaching styles these help children to learn. Consider how stories are often used by teachers – do pupils find this helpful?</p> <p>Explain that Christians trust Jesus who, they believe told humans about God. Recall with a partner what is already known about Jesus and his work of teaching people about God. Start a class sheet about what Jesus told people. Write on this recalled information, e.g. how people should live (Zacchaeus)</p>	<p>Resources Class sheet 'What Jesus told people' To be completed through this unit</p> <p>Obstacle course</p> <p>Blindfold</p> <p>Poster/painting of Jesus</p>



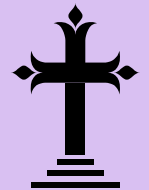
Unit 3 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that stories can sometimes have 'inner meanings'; ➤ know that stories that Jesus told were a way of telling people about God; ➤ know that Jesus used familiar objects to teach people about God. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Begin a story with 'once upon a time', then stop. Ask pupils what they were expecting. Discuss storytelling. What is a story? Who 'tells' stories? What kind of stories do you like best?</p> <p>How do people learn things from stories? Tell the story about the boy who cried wolf. Explore the meaning of the story and behaviour of the characters. Is there a message in the story for today?</p> <p>Explain that Jesus was a good storyteller who told some of the most well known stories in the world. These are written in the Bible. Jesus used stories to teach people about God and how they should live. Explain that over the next few weeks they are going to hear some of Jesus' stories.</p> <p>How are birds cared for in winter? View sparrows in the school grounds or show pictures. Explain that in Jesus' time (& still today in some countries) birds were caught for food & sold in markets. Read from Luke 12 6-7 or tell the story of 'The Very Worried Sparrow'.</p> <p>Complete on the class sheet started last week what Jesus wanted them to know about God through this story that he told.</p>	<p>Resources</p> <p>Bible</p> <p>'The boy who cried wolf' story</p> <p>The Very Worried Sparrow by Meryl Doney (Lion)</p>



Unit 3 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Christians believe in a God who loves all people; ➤ know that Jesus taught people that everyone matters to God through the story of the Lost Sheep. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>Share feelings about losing and finding something / someone again. Talk about the feelings of celebration that are experienced at the time of 'finding'.</p> <p>What is the role of a shepherd in protecting sheep? Share ideas of how the shepherd might feel about the sheep-compare feelings of those who have pets.</p> <p>Retell Jesus' story of the lost sheep. Who did Jesus want us to think the characters were meant to be? How did the shepherd feel when he found the sheep?</p> <p>Play a class game of 'hide and sheep' to encourage pupils to realise the shepherd might have had a hard time finding the sheep.</p> <p>Draw out the meaning of the story: Jesus said that everyone is important to God like the sheep are important to the shepherd. On paper sheep write what Jesus told about God through this story. Attach to class recording sheet.</p> <p>Share a celebratory 'shepherd's lunchbox' celebration meal including foods eaten in Jesus' time, e.g. orange segments, dates, pitta bread, fried fish, honey.....</p>	<p>Resources</p> <p>Story of The Lost Sheep, e.g. the version found in 'Re-Tell Stories Volume 3' South London Multifaith & Multicultural Resources Centre or "The Lost Sheep" by Butterworth & Inkpen (Lion)</p> <p>Sheep shaped paper</p> <p>N.B. check dietary requirements / allergies and parental permission</p>



Unit 3 Session 4

Assessment Levels

Level 1

Attainment target 1

Pupils use some religious words and phrases to name features of religious practice. They can recall religious stories.

Attainment target 2

Pupils talk about their experiences and feelings and what is of value and concern to themselves and to others.

Level 2

Attainment target 1

Pupils retell religious stories and suggest meanings for religious actions. They identify how religion is expressed in different ways.

Attainment target 2

Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. In relation to matters of right and wrong, they recognise their own values and those of others.

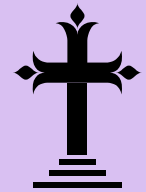
Level 3

Attainment target 1

Pupils make links between beliefs and sources, including religious stories. They begin to identify the impact religion has on believers' lives.

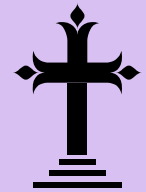
Attainment target 2

Pupils identify what influences them, making links between aspects of their own and others' experiences. They make links between values and commitments, and their own attitudes and behaviour



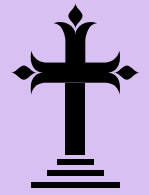
Unit 3 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Christians believe Jesus taught about forgiveness and love; ➤ share ideas about times when it is important to say sorry; ➤ respond sensitively to the feelings and experiences of others. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Explain that in the next two lessons pupils are going to do some work about a story that Jesus told about two brothers and their father.</p> <p>Read a version of the story or tell the story of the lost / prodigal son in Luke 15 in your own words, breaking after: verse 16, verse 18a (and say to him...), verse 20a (his father saw him ...), verse 27, verse 30. Or if reading a version of the story at those parts of the story.</p> <p>Invite the children to suggest what happened next after each break, e.g. how the son felt, what he said, what he did.</p> <p>Share ideas about how hard it can be to say sorry and how hard it can be to forgive someone when they have said sorry to you. Explore through topical class examples and relate to the characters in the story.</p> <p>Hot seat the story as different characters exploring feelings and motivation.</p> <p>Write a note or postcard from the lost son to his brother or his father saying sorry.</p>	<p>Resources</p> <p>The Lost Son - Butterworth & Inkpen Bible Class sheet Badger R.E KS1 Book 3 pages 25, 27, 29, 30, 36-38</p>



Unit 3 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand that Jesus was teaching about being sorry, forgiveness, reconciliation (making up) and jealousy in the story; ➤ make links between the story and the beliefs which underpin it; ➤ describe religious teaching in the story; ➤ identify in their own experience the feelings of the people in the story. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>		<p>Recall the key ideas in the story with the children: being sorry, forgiveness, making up. Focus on the 'good' son. Was he jealous? How would we have felt? Write down how he felt at different parts of the story.</p> <p>Lead children in a discussion of a deeper meaning of the story if the father represented God. Why did the father celebrate the return of his 'bad' son? Did the father love both sons?</p> <p>Remind pupils that Jesus told the story to teach people important lessons. It is called a parable. Ask children what they think this story means.</p> <p>Complete an entry on the class sheet explaining what Jesus told people about God through this story. Emphasise that Jesus taught that no one is beyond God's forgiveness.</p> <p>Make a class definition of a parable to display on the wall and record in books.</p> <p>Record each child's favourite parable and why.</p>	



Unit 3 Session 2 Story Sheet 1

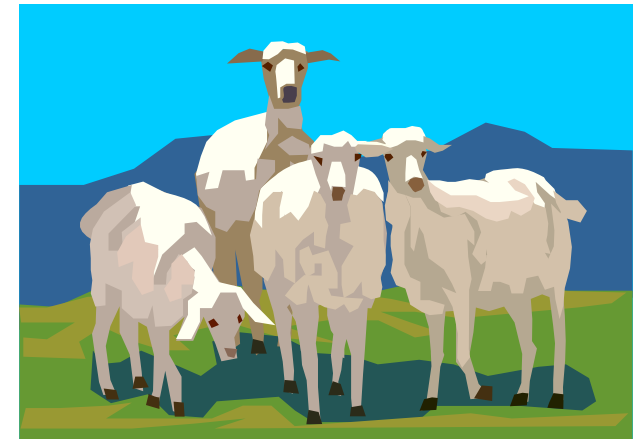
The Boy Who Cried Wolf

There once was a shepherd boy who became bored as he sat on the hillside watching the village sheep, so to amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers ran up the hill to help the boy drive the wolf away, but when they reached the top of the hill, there was no wolf. The boy laughed at the sight of their confused faces.

"You must not cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" and they went back down the hill, grumbling to each other.

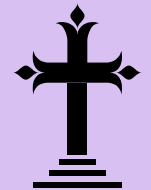
Later that day the boy shouted again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, the villagers again ran up the hill again to help him drive the wolf away.



When the villagers saw that there was no wolf again they were very angry. Their leader said, "Save your shouting for when there is really something wrong! Don't cry 'wolf' when there is NO WOLF!"

But the boy just grinned and watched them go grumbling down the hill again.

Later, when he was settling the sheep down to graze, the boy saw a REAL WOLF prowling about his flock. Alarmed, he screamed out as loudly as he could, "Wolf! Wolf!"



Unit 3 Session 2 Story Sheet 1 Continued

The Boy Who Cried Wolf

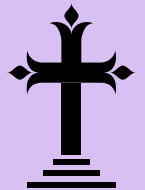
But this time the villagers thought he was trying to fool them again, so no-one came.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy crying bitterly.

"There really was a wolf here! The flock has run away! I cried out, "Wolf!" Why didn't you come?" An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the sheep," he said, "but you must realise that nobody believes a liar...even when he is telling the truth!"





Unit 3 Session 4 Activity Sheet

“Who Are My Neighbours?”

<p>Me</p> <p>My Family</p> <p>Direct neighbours</p> <p>Friends</p> <p>Class</p> <p>School</p> <p>Local Community</p> <p>Jesus would say my neighbours are.....</p> <p>.....</p> <p>.....</p>
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