



CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards

<p>What this unit contains</p>	<p>Further details about the life and ministry of Jesus linked to the story in the Bible. Jesus' friends and followers. The story of Zacchaeus and how Jesus showed him the way to live. Jesus' death and resurrection.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the fifth Christianity unit and the last for Key Stage 1. The unit introduces pupils to the Christian belief that Jesus' teaching changed people's lives.</p> <p>The unit uses friendship as a theme to introduce children to the friends of Jesus. Pupils are introduced to Jesus' disciples and are encouraged to explore their own thoughts and feelings about friendships in and out of school. They consider how Jesus changed people's lives through the story of Zacchaeus. They also find out how Jesus' friends ran away when he was in trouble.</p> <p>This unit introduces pupils to the incidents surrounding the end of Jesus' life and his resurrection. It is best placed in the second half of the Spring term.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider why Jesus chose fishermen to be his disciples. ➤ Reflect on how Jesus' friends felt when they ran away in Gethsemane. 		
<p>Vocabulary</p> <p>Christian Jesus disciples</p> <p>tax collector deny Peter</p> <p>Zacchaeus cheat change</p> <p>friend Gethsemane Fisherman</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ The need for rules in life and why they are important for belonging to the school community. ➤ The need to be accountable when doing some jobs. 		



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Unit 5 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ consider the qualities that make someone a friend; ➤ decide what being a friend means to them. 		✓ ✓ ✓	Discuss what makes a good friend. Explore a story that illustrates friendship. Were the characters in the story good friends or not? Why? Brainstorm a class list of good and bad qualities for a friend. Share examples of times when children have been good friends to each other. Discuss how hard or easy it can be to make new friends. Complete short response sheets about friendship, e.g. 'I am a good friend because...' or 'A good friend should...'	Resources Story about being a good friend e.g. Farmer Duck, Joy Martin Waddell, My Best Friend by Pat Hutchinson, Rainbow Fish or One Snowy Night Short response sheets e.g. 'I am a good friend because...'



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Unit 5 Session 3

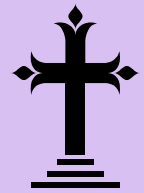
Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand that people dislike someone who behaves selfishly; ➤ know how a visit from Jesus changed the life of Zacchaeus; ➤ know that Christians believe that God cares for people even when they behave badly; ➤ know that Jesus made friends with even the most unpopular people in society. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Using topical examples or a story talk about how difficult it is to like someone who is selfish and a cheat.</p> <p>Tell the story of Zacchaeus the tax collector. Jesus and the disciples met him as they travelled around. Discuss why Zacchaeus didn't have friends at the start of the story.</p> <p>Collect a list of words to describe Zacchaeus' personality and feelings or 'hot seat' as characters from the story. Why did Jesus choose Zacchaeus to be his friend? Make a class list of ways in which Zacchaeus had changed by listening to Jesus (before and after).</p>	<p>N.B. Health and safety children should know that climbing trees can be dangerous</p> <p>Resources Story of Zacchaeus, e.g. the version found in 'Re-Tell Stories Volume 4' South London Multifaith & Multicultural Resources Centre.</p>



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Unit 5 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
Pupils should: <ul style="list-style-type: none"> ➤ know some of the events which led to Jesus being arrested; ➤ know that Jesus' friends were frightened and ran away from him when he was in trouble. 	√ √ √ √	√ √ √	<p>Explain that when Jesus travelled around for several years teaching and helping people he made enemies as well as friends (e.g. some people were jealous of his popularity; he didn't fight off the Romans)</p> <p>Tell the story of what happened in the Garden of Gethsemane. Why did the disciples disappoint Jesus when they went to sleep?</p> <p>Role-play how people sometimes behave if their friends are in trouble. (e.g. run away; tell lies to keep out of trouble). Explain that Jesus' friends all ran away when Jesus was taken prisoner. How do you think Jesus felt? How do you think the disciples felt?</p> <p>Make speech bubbles telling what the disciples might say to Jesus to explain their behaviour. Display these in class.</p>	



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Unit 5 Session 6

Assessment Levels:

Level 1

Attainment target 1

Pupils use some religious words & phrases to name features of religious life & practice. They can recall religious stories & recognise symbols & other forms of religious expression.

Attainment target 2

Pupils talk about experiences and feelings, what they find puzzling & what is of value & concern to themselves others.

Level 2

Attainment target 1

Pupils use religious words & phrases to identify some features of religion & its importance for some people. Pupils retell religious stories. Suggest meanings for religious actions & symbols.

Attainment target 2

Pupils ask, & respond sensitively to, questions about their own and others' experiences & feelings. They recognise that some questions cause people to wonder are difficult to answer.

Level 3

Attainment target 1

Pupils use developing religious vocabulary to describe some key features of religions. They make links between beliefs & sources, including religious stories & sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values & commitments, and their own attitudes and behaviour.

