**Awareness Mystery Value (AMV)**

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| **Key Stage 1 Unit 9: Why is Jesus Important [B&F]** | | | | |
| **About this example**  This example provides a set of 6 lessons suggested for a Y2 class.  The focus in the following lessons is on exploring the life and teaching of Jesus.  For schools using Understanding Christianity, the resources from the KS1 Incarnation unit would complement this unit of work.  The programme of learning aims to engage pupils through activities that may inspire action in their own lives, challenge their own views and understand more of how faith/belief inspires actions. | | | | |
| **Where the example fits into the AMV programme of study**  This example connects with Areas of Enquiry B (Practices and Ways of Life) and F (Values and Commitments). It makes cross-curricular connections with PSHE. | | | | |
| **Prior Learning**  Pupils ***may*** have learnt the first part of unit 9 during reception in term 2, just before the Christmas celebrations. At this time the focus is on the supplementary questions a and b. This unit is being taught in term 4 in Year 2, the term leading up to the Easter celebrations. The Year 2 will revisit the supplementary question B and also learn more about it at a higher level and have a deeper understanding and they will go on to look at supplementary question C as well. | | | | |
| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** | | | |
| Christianity | **AT 1: Learning ABOUT religion and belief** | | **AT 2: Learning FROM religion and belief** | |
|  | A. Beliefs, teachings and sources |  | D. Identity, diversity and belonging |  |
|  | B. Practices and ways of life | 🗸 | E. Meaning, purpose and truth |  |
|  | C. Forms of expressing meaning |  | F. Values and commitments | 🗸 |

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| **Key Question: Why is Jesus Important?** |
| **Supplementary Questions** |
| 1. What people help, inspire and guide me? What makes them special? (Reception term 2) 2. What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection) (R Term 2)   What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection) (Yr2 Term 4)   1. What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour/teachings on love and forgiveness) (Yr2 Term 4) |
| **Resources**  The following texts and e-resources could be used for the sample learning activities below. Teachers are of course, free to vary the resources suggested here to suit their pupils.   * [Footprints in the Sand poem](http://www.footprints-inthe-sand.com/index.php?page=Poem/Poem.php) * [A modern day Samaritan story](https://www.salvationarmy.org.uk/sites/default/files/resources/2020-03/Why%20Help%20Resource%20Sheet%20A%20-%20A%20Modern-Day%20Samaritan%20Story.pdf) – The Salvation Army (free download) * [Video of story of lost sheep and coin AND visual picture text](http://request.org.uk/restart/2014/12/30/story-time-the-lost-coin-and-the-lost-sheep/) * [The Good Samaritan and The Lost Sheep](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyc) * Lion Storyteller Bible * <https://www.biblewise.com/kids/read/young/a-tiny-seed.php> * <https://thebricktestament.com/the_parables_of_jesus/index.html#the_good_samaritan> * Katherine Taylor, The Time to Wonder – Reflective Storytelling. (Book – scripts of some parables in a practical reflective storytelling style) |

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| **Expectations**  **By the end of this sequence of learning:** | | |
| **All Pupils:** | **Most Pupils (majority class expectation):** | **Some Pupils:** |
| B1 use the right names for things that are special to Christians. | B2 say what some Christian symbols stand for and say what some of the art is about. | B3 use religious words to describe some of the different ways in which people show their beliefs. |
| F1 talk about what is important to them and to other people.  Eg A time when I needed someone to be kind was…. (ie Good Samaritan) | F2 talk about what is important to them and to others with respect for their feelings.  Eg. Someone might be kind today by ….. because….. | F3 link things that are important to them and other people with the way they think and behave.  Eg. Jesus would have helped the traveller because….. This is the same/different to what I would do because….. |

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| **Key Question: Why is Jesus Important?** | | | |
| **Supplementary Question (b): What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection)** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 1**  Pupils will :   * recall facts about the life of Jesus * talk about the meanings of stories Jesus told * know what a parable is | 1. Show the class varied images of Jesus using the IWB (different racial and cultural perspectives). Explain to the class the learning journey they are going to be taking during RE this term. Explain the title of the unit and what they will be looking at over the next five weeks.  Brainstorm the knowledge already known by the children in the class. This can be recorded on a sheet surrounding an image of Jesus. If the class is confident perhaps use sticky notes to record their knowledge and stick around the image. Class ideas can be photographed and put in their books for future reference.  Encourage them to clarify knowledge in a sequence:  Birth - adulthood/friends - teaching - the end of his life.  Explain that Jesus was believed to be no ordinary baby / human being and that Christians believe that he contained both divine and human characteristics. They call this the ‘incarnation’, meaning that God became a physical human being (from the Latin ‘carne’ = ‘flesh’). Practise saying the word ‘incarnation’ with children.  Ask the children what they know about the Bible. Bring out points about it being the Christian Holy book.  Explain that when Jesus was a teacher (refer to that part of his life on the flipchart) he would tell people about what it would be like to live in God’s kingdom. To do this, he told stories which were called parables.  Ask the children if they have they heard the word parable and if so, where? Do they know any parables?  Read the parable of The Lost Coin, e.g., from the Lion Children’s Bible. As they are listening encourage them to think about what message the story/parable is trying to convey.  At the end, ask them to say what they think the parable means. Explain that, for many Christians, the coins in the story are like people. The lost coin is like a person who has lost their way in life; perhaps they have lost all their friends too and are looked down on by others.  Ask the children to imagine ten people. They are like the coins. Nine of the people are fine: they have a good life, they have honest jobs such as farmer, vet, doctor, teacher, market trader, vicar, houseparent, and so on. They are kind to others, do their duties within a family, give money to charity. But the tenth person is like the coin that is lost. This person is uncaring, selfish, putting only themselves first. Perhaps they have a job that other people hate or no job at all. Nobody likes them. They are ‘outcasts’.  Ask the children to say what they think has happened to this person. How did they end up like this? What would a Christian say they should/could do? What would they do?  Explain that Jesus was teaching his followers to look out for such people and to bring them back to a better life. Christians say that this is what Jesus himself did, and it is what God wants people to do.  If time - Watch the clip of The Lost Coin. | Pupils:   * Recall some facts about the person of Jesus * Know the parable of the lost coin * Share some possible meanings of the story | **Key vocabulary:**  parable, disciple, God, Jesus, divine, incarnation, holy, outcast.  **Additional resources:**  Images of Jesus on the IWB.  A large image of Jesus to place on a flip chart.  [http://request.org.uk/restart/2014 /12/30/story-time-the-lost-coin-and-the-lost-sheep/](http://request.org.uk/restart/2014%20/12/30/story-time-the-lost-coin-and-the-lost-sheep/) Video of story of lost sheep and coin AND visual picture text  Lion Children’s Storyteller Bible: The Lost Coin. |
| **Key Question: Why is Jesus Important?** | | | |
| **Supplementary Question (b): What do stories from the Bible say about Jesus? (His birth, friends and followers, miracles, parables, death and resurrection)?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 2**  Pupils will:   * Retell the parable of the lost sheep. * Identify some feelings within religious stories | Revisit the word parable. Listen/watch the parable of the Lost Sheep video clip again, pausing at different points to ask questions;   * How did the shepherd feel when he saw the sheep was lost? * How did he feel when he found him? * Why was the shepherd even happier about this one sheep than all the other 99?   Give the children ‘snipped’ images from the animated story. Can they label each picture with the correct part of the story?  Extend – can children describe the feelings of the shepherd in each part of the story?  Support – can the children draw a face or emoji to show the feeling in each part? | Pupils: retell the story of the parable of lost sheep   * describe how some characters may feel in a parable and why | **Key vocabulary:**  parable forgiveness  Additional resources/notes:  Clips for the Lost sheep  https://www.bbc.co.uk /teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyc |
| **Key Question: Why is Jesus Important?** | | | |
| **Supplementary Question (c): What things did Jesus say and do that guide many Christians in their lives? What do I think?** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 3**  Pupils will:   * Explore some Christian qualities demonstrated in Jesus’ teachings * Compare Christian ideas on guidance and compassion with their own experiences. | Depending on the class, the whole class in pairs explore the qualities needed in a guide: e.g. in a trust game with one child guiding the other. Providing the environment is safe, one of each pair might have their eyes closed. If it is not possible for all to experience this activity, one or two pairs could demonstrate to the rest of the class.  What sort of qualities did you need in your guide? What sort of qualities should a good shepherd have? This is a story which helps Christians understand God. What sort of God is this story describing?  Start a vocabulary list on the board, flip chart or white board.  Individual activity: On a postcard/guide card children write about/describe a scenario to exemplify one of the words/phrases in the vocabulary list e.g. ‘Comforting’ is….having a hug from my Mum when I’m feeling sad.  Conclusion -Whole class: Teacher projects and reads aloud the poem, ‘Footprints’. Pause (and cover up the text) before reading the last verse. Why do you think there was only one set of footprints at the man’s unhappiest times? Think about the times in your life when you have been glad to have someone to look after and guide you. | Outcomes:   * pupils will describe some qualities that are important to Christians   pupils will compare the Christian idea of a ‘guide’ to those who comfort, support and care for them in their lives | Resources (new sessions)  Picture of a hiker  Maps, Bibles, guide books  Postcard or writing template  Footprints story http://www.footprints-inthe-sand.com /index.php?page=Poem/ Poem.php |
| **Key Question: Why is Jesus Important?** | | | |
| **Supplementary Question (c): What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour/teachings on love and forgiveness)** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| Lesson 4  Pupils will:   * Recall the events in a Christian parable * Discuss the meaning of a parable eg. Christian ideas about kindness * Talk about and compare what is important to them and others | 3. Discuss – Who should they be kind to? What about people who aren’t their friends?  Explain they are going to explore a story today in which Jesus taught people about kindness.  Listen/watch the story of the Good Samaritan.  Introduce the key characters and their actions. Traveller, Samaritan, Priest and Levite. Why did they act the way they did? Discuss what was Jesus’ message? Why do most Christians think it is important to be kind?  In groups of 4, children take the role of the traveller, the Samaritan, Priest and Levite. Try to act out the story. Share with the rest of the class and at each point ask the characters a question eg. Why didn’t you help? How did you feel leaving the man there? What were you thinking when the man stopped to help you?    What might happen in a modern good Samaritan story? You could use the Salvation Army resource here or as a class create own story plot, asking pupils to take the parts of key characters and share ideas for what might happen next. What can we learn from this story?  Pupils draw/write what they think Jesus would do if he saw someone in need, even someone that wasn’t a friend or follower of his. Then repeat – what would they do? (see assessment statements below)  Extend – can they explain why? | Pupils:   * retell a story. * Discuss Christian ideas about kindness * think about times people might need kindness in their lives | **Key vocabulary:**  Samaritan  Levite  Priest  Additional resources/notes:  Copy of the story eg. Lions Storyteller Children’s Bible. <https://thebricktestament.com/> the\_parables\_of\_jesus /index.html# the\_good\_samaritan  Optional: [Modern Samaritan download (Salvation Army)](https://www.salvationarmy.org.uk/sites/default/files/resources/2020-03/Why%20Help%20Resource%20Sheet%20A%20-%20A%20Modern-Day%20Samaritan%20Story.pdf) |

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| **Key Question: Why is Jesus Important?** | | | |
| **Supplementary Question (c): What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour/teachings on love and forgiveness)** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 5**  Pupils will:   * Talk about the message of a Christian parable * Express ideas about a story in art work * Suggest some words Christians would use to describe the Kingdom of God | 4. Discuss – what do seeds need to grow? Give out a mustard seed to each child. (Have it stuck in their book already at the bottom of the page) What do they notice about the seed? Look at the picture of the mustard tree. What do they notice about the tree? Focus on the growth. How has it grown from a seed to that?  Read/watch the parable of the mustard seed.  Explain that Jesus started with 12 disciples and how his followers have grown and grown. Discuss how this is like the mustard seed which started small and has become a large tree.  As a class or in groups write inspired words from the story on a window or large paper. Use these questions to help: what is the mustard seed like in the beginning? What is the tree like? What do Christians think about the Kingdom of God?  Using a stuck in mustard seed, and with the mustard seed artwork as an example, pupils create a piece of art to represent the huge tree growing from the tiny seed. Illustrate with words to describe some of the meanings of the story and what Christians believe the Kingdom of God is like.  Plenary – Discuss the idea of ‘Big things can come from small beginnings’. Discuss how this parable could work today in the 21st Century? What might start as something small and become big? Eg. something that has recently ‘gone viral’?! | Pupils:   * Know and reflect on the parable of the mustard seed * Create artwork to express their ideas about the story * Write words to show understanding of the story and Christian concepts of Kingdom of God | **Key vocabulary:**  Parable  Mustard  Disciples  Resources:  Mustard Seed story – <https://www.biblewise.com> /kids/read/young/a-tiny-seed.php  <https://sermons4kids.com> / parable\_mustar d\_seed\_crossword .html  reflective storytelling script (see K.Taylor resource)  Large paper / pens OR glass/wipeclean pens |
| **Key Question: Why is Jesus Important?** | | | |
| **Supplementary Question (c): What things did Jesus say and do that guide people in their lives? What do I think? (e.g. love your neighbour/teachings on love and forgiveness.** | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 6**  Pupils will:   * Know and retell the Christian Easter Story. * Identify some key concepts and meanings from the Easter story | Reflect and discuss together the learning question we have explored this term – Why is Jesus important?   * Who is he important to? * What did he do in the stories we have learned about (parables) * How is he important to Christians today?   Explain that there are many other stories Jesus is know to have told and many other stories about him. Do the children know about any other stories about Jesus from the Bible?  Do you know what Christian festival is coming up? What do you already know about Easter? Why is it an important festival for Christians?  Share the story of Easter using BBC resource and/or storyteller Bible  As you read through the story ask children to place some pictures in a cross shape on the flipchart and pick the correct sentence to go with the picture.  Discuss how Christians believe Jesus came back to life again and forgive them. Discuss idea of sadness leading to joy and new beginnings. Encourage children to make links to their own experiences of something awful turning out well and give words to describe these feelings eg.joy, hope, relief, glad etc)  Questions that may crop up: Good Friday – No one certain why it is called Good Friday, some believe it may have been God’s Friday others think it is Good Friday because even though Jesus died a terrible death it lead to him being risen again on Easter Sunday which brought new life to those who believed.  Maundy Thursday – Maundy means ‘feet washing’ and before they ate the last supper Jesus washed all his friends feet before they ate their meal as a sign of respect to show he was humble he was their servant and friend. It was the last time Jesus washed any persons feet. Both days are also known as Holy. Holy Thursday and Holy Friday.  In groups, pupils create a cross created with a ‘block’ (paper) for each important day from the Holy Week – Palm Sunday, Maundy Thursday (Last Supper), Good Friday and Easter Sunday. Could include pictures and words/sentences. In the central piece, write either some words or draw a picture to show what the meaning of the story is to Christians (eg. Hope, new life, sacrifice, new beginning etc) | Pupils:   * recall some of the main points of the Easter Story. * Suggest some words and meanings from the story | **Key vocabulary:**  Disciples  Resurrection  Crucifixion  Additional resources/notes:  https://www.bbc.co.uk /teach/class-clips-video/ religious-studies-ks1-the-christian-story-of-easter/zhgv47h |

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| **RECORD OF ATTAINMENT** | | |
| **KS1 Unit 9: Why is Jesus Important? (B & F) Year 2** | | |
| **All pupils:** | Most pupils - majority class expectation: | **Some pupils:** |
| B1 use the right names for things that are special to Christians. | B2 say what some Christian symbols stand for and say what some of the art is about. | B3 use religious words to describe some of the different ways in which people show their beliefs. |
| F1 talk about what is important to them and to other people.  Eg A time when I needed someone to be kind was…. (ie Good Samaritan) | F2 talk about what is important to them and to others with respect for their feelings.  Eg. Someone might be kind today by ….. because….. | F3 link things that are important to them and other people with the way they think and behave.  Eg. Jesus would have helped the traveller because….. This is the same/different to what I would do because….. |
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