**Year group: 1**

**Big question:** Why did Jesus tell stories?

**Weekly questions:**

**Week 1:** Why did Jesus tell stories?  
**Week 2:** What does Jesus teach about caring for people who are lost?   
**Week 3 and 4:** What do you think makes a good listener? Why is it important for believers to listen to God?  
**Week 5:** Who is my neighbour?  
**Week 6:** Why did Jesus tell stories?

**Week 3:**   
**Week 4:**

**Week 5:**

**Week 6:**

**Religious vocabulary:**

* **Gospel:** See background knowledge for teachers.
* **Bible:** Holy book for Christians.
* **Parable:** A story with a meaning. An earthly story with a heavenly meaning.

**Sensitivities:**

Be mindful of pupils’ cultural backgrounds and beliefs.

Be mindful of pupils who may have experienced loss.

Be mindful of pupils for whom life is complex and unsettled.

**What a child should be able to do: (Assessment)**

**Beliefs, teaching, sources of wisdom and authority:**

* I can talk about the parables. (WT)
* I can retell the parables and talk about them. (Exp)
* I can retell the parables and talk about the messages behind them. (GD)

**Questions of meaning, purpose and truth**

* I can talk about what makes me happy and sad. (WT)
* I can talk about special things that happen to others. (Exp)
* I can talk about the meaning behind the parable and ask questions about the meaning. Eg – does Jesus expect everyone to be treated equally? Do you think Jesus wants everyone to forgive even people who have really hurt others? (GD)

**What a child needs to know and remember by the end of the unit:**

* To know the core concept: Gospel/good news.
* To know the following parables; The lost sheep, the prodigal son, the parable of the sower, the wise and foolish builders and the good Samaritan.

**Core concept:**

Gospel

Kingdom of God

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| **Background knowledge for teachers:**  **Core concept:** Gospel and Kingdom of God  **The meaning of Gospel:**  Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour — particularly the weak and vulnerable — as part of loving God.  **The meaning of Kingdom of God:**   * This does not mean that no one sins anymore! The Bible talks in terms of God’s ‘Kingdom’ having begun in human hearts through Jesus. The idea of the ‘Kingdom of God’ reflects God’s ideal for human life in the world — a vision of life lived in the way God intended for human beings. Christians look forward to a time when God’s rule is fulfilled at some future point, in a restored, transformed heaven and earth. Meanwhile, they seek to live this attractive life as in God’s Kingdom, following Jesus’ example, inspired and empowered by God’s Spirit.   **The meaning and purpose of the parables:**   * A parable is a story that has a meaning. * A parable is an earthly story with a heavenly meaning. * The purpose of the parables was to help people understand how to live a life that reflected God’s kingdom – God’s ideal for human life in this world. * Jesus used parables as a means of teaching people His key messages for the world. They are rooted in every day events and experiences that the people of the time could relate to. * Jesus used parables as a means of teaching spiritual truths. * Jesus used parables as a way of informing people about the nature of God. * Parables can be read over and over again as they contain deep truths that can be understood on a number of different levels.   **The parables teach…..**   * The Kingdom of God is a mystery (it grows secretly). * It is present in the lives of those who believe. * People respond differently to the message of the Kingdom of God. * It begins with Jesus’ words and teachings. * The Kingdom of God starts small with the individual and increases to include the whole of society. * The Kingdom of God is a future reward.   **The meaning of the lost sheep:**  **Slide 4**   * God loves everyone. * Treat everyone equally.   The meaning is simple yet profound: lost humans need a loving, personal saviour. Jesus taught this lesson three times in succession to drive home his meaning. God deeply loves and cares personally for each one of his creation. Humans are valuable to him and he will seek far and wide to bring them back home to him. When the one who was lost returns, the Good Shepherd receives him back with joy, and he does not rejoice alone.  **The meaning of the lost son – the prodigal son:**  **... and throws his arms around him and kisses him. – Slide 22**   * God the father forgives unconditionally.   This section of Luke's Gospel is dedicated to the lost. The first question it raises for readers is, "Am I lost?" The father is a picture of our [Heavenly Father](https://www.learnreligions.com/god-the-father-701152). God waits patiently, with loving compassion to restore the individual when they are ready to return to him with humble hearts. He offers them everything in [his kingdom](https://www.learnreligions.com/what-is-the-kingdom-of-god-701988), restoring full relationship with joyful celebration. He doesn't dwell on the individual’s past waywardness. Reading from the beginning of chapter 15, the older son has been referred to as a picture of the pharisees. In their self-righteousness, they refuse to associate with sinners and have forgotten to rejoice when a sinner returns to God. [Bitterness](https://www.learnreligions.com/christianity-practical-tools-4684892) and resentment keep the older son from forgiving his younger brother. It blinds him to the treasure he freely enjoys through constant [relationship with the father](https://www.learnreligions.com/build-your-relationship-with-jesus-701524). Jesus loved hanging out with sinners because he knew they would see their [need of salvation](https://www.learnreligions.com/a-prayer-of-salvation-701284) and respond, flooding heaven with joy.  **The meaning of the parable of the sower:**  **‘And as he sowed, some seeds fell along the path … – Slide 4**   * The parable of the sower is about the kingdom of God ie everything in the story represents something else. * The seeds that fell on the path are like people who hear God’s word but ignore it. * The seeds that fell on rocky places, are like people who hear God’s word but do not treasure it deep in their heart and so it quickly disappears and they go their own way. * The seeds that fell amongst the thorns are like people who hear God’s word but the worries of this world take over. * The seeds that fell on good soil are like people who hear God’s word and understand it and live according to it. They bear much fruit.   The parable speaks of the importance of listening to God’s word and following it.  **The meaning of the parable of the wise and foolish builders:**  **‘The rain fell, the flood came, and the winds beat against that house, but it did not collapse because it had been founded on rock. – Slide 4**   * Build your life on firm foundations. Follow God’s instructions.   Everyone who hears the word of God is building a house. The one who hears God’s word but does not do what it says is like a foolish builder who builds their house on sand. That house will be crushed in a storm. The one who hears the word of God and obeys it is like a wise builder that builds their house on solid rock. That house will stand up to any storm. Wise people build their faith on the foundation of God’s word. This faith stands strong against the storms of life.  **The meaning of the parable of the good Samaritan:**  **‘… and when he saw him, he felt compassion for him. He went up to him and bandaged his wounds, pouring oil and wine on them. – Slide 12**   * My neighbour is my fellow human being. * My neighbour is the one who is in need. * My neighbour is the one who shows kindness and love to the one in need.   People of [Samaria](https://www.learnreligions.com/history-of-samaria-4062174), an area sandwiched between [Galilee](https://www.learnreligions.com/galilee-center-of-change-jesus-time-117318) to the north and Judea to the south, were hated by Jews because they intermarried with non-Jews and did not strictly observe Mosaic law. Jesus gave the word "neighbour" a new meaning: anyone in need. When they help others, Christians believe they help Christ. ([Matthew 25:40](https://www.biblegateway.com/passage/?search=Matthew%2025:40&version=ESV)) The Samaritan "had compassion" on the injured Jew. One interpretation of the parable identifies the Samaritan with Christ, scorned and rejected by others, and the injured traveller as every person, unable to rescue himself or herself but for the [love](https://www.learnreligions.com/types-of-love-in-the-bible-700177) and [grace](https://www.learnreligions.com/meaning-of-gods-grace-for-christians-700723) of a saviour. |

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| **Lesson 1:** Why did Jesus tell stories? | |
| **Intentions:**  To give pupils opportunities to: | * Know the meaning of the word parable. * Know why Jesus told stories.   **Key religious vocabulary:** Bible, Gospel, parables. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Set up a learning journey for this unit with the big question on it and the subsidiary questions. At the end of each lesson, record on the journey the meaning of the parable and the message Jesus was wanting to share with people.**  **Key questions:**   * Why do you think Jesus told stories? * What is your favourite story book? What is it you like about the story? Does it have an important message do you think?   Teacher shares with the class their favourite book/story and explains why it is their favourite. Include in the explanation the importance of the message in the book/story.  **Main teaching input: (Investigate and explore)**  **General discussion about:**   * What is a story? True or imaginary? * Why do we enjoy stories? * When do you like to listen to stories? * Who is the best storyteller you know?   **Main activity: (Evaluate and communicate)**  **Pupils to work in table groups: (See appendix lesson 1.)**  **Task 1:**  Pupils to look at illustrations of the following parables: (Each table could be given three illustrations.) Pupils work in pairs looking at one illustration at a time, recording their thoughts and passing it onto the next pair on their table.   * The lost sheep * The prodigal son * The parable of the sower * The foolish builder * The good Samaritan   **Key questions:**   * What can you see? * What do you think is happening in this picture? * Is there anything you particularly notice? * Do you have a question you wish to ask about this picture?   Pupils record their answers and any observations they have made, around the picture, creating an initial ‘knowledge harvest’.  **To note:** Keep these recordings as they will be required in lesson 6.  **Task 2:**  Pupils are given the title of the parables as seen in the Bible. Eg: The parable of the sower. Mathew 13.  Pupils to match title to picture.  **Key question:**   * I wonder who told these stories? * I wonder what the word parable means?   **Introduce religious vocabulary:** Bible, Good News, parable.  Teacher to explain the meaning of parables and why Jesus told them**. (Refer to background knowledge for teachers.)**  **Plenary: (Reflect and express)**    **Introduce the big question for the unit: Why did Jesus tell stories?**  Inform the pupils that they are going to listen to and explore the meaning behind a number of parables Jesus told. Stories have often been used to make people think.  **Share with the pupils** a story of your choice that has a moral meaning behind it.  **Key questions:**   * What is the message behind this story? * What can we learn from the story? * How can the story help us in our daily life? * Why do you think Jesus told stories? Gather the pupils’ initial responses to the question. |
| **Resources:** | * Appendix lesson 1. |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 2:** What does Jesus teach about caring for people who are lost? | |
| **Intentions:**  To give pupils opportunities to: | * Know and be able to retell either the parable of the lost sheep or lost son. * Know the meaning behind the parable. * Be able to express their own feelings and emotions. * Ask questions about the meaning of the parable.   **Key religious vocabulary:** Bible, Gospel, parable. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * To know what the word parable means. * To know who told parables.   **Key questions:**   * Who helps you when you are lost? * If you were lost somewhere, who do you think would come and look for you? Can you say why?   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: Who helps you when you are lost? Can God help someone when they are lost? What do you think?**  Choose one of the parables below to focus the lesson on: The lost sheep or the lost son.  **The lost sheep:**  Hide ten cut out paper sheep around the classroom, and challenge the pupils to go and look for them. However, you have only hidden nine.  When the pupils have found nine, ask them to answer the following questions.  **key questions to ask:**   * Does it matter that one is missing? * What should we do about this lost sheep?   **The lost sheep:**  Tell the children that Jesus told a story that you can find in the Bible about a lost sheep, but this shepherd had a hundred sheep.  Open the Bible and discover the missing sheep from the introduction activity in place as a book mark.  Read the story from the Bible. **Luke chapter 15 verses 1-8.**  **This can be told in many ways:**  **Option 1:**  **Godly play style**: (**To note:** To use Godly play it is recommended that you have been trained in the approach.)  **Key questions:**   * What part of the story did you like best? * What part of the story did you not like and why? * Where are you in the story?   **Option 2:**  **Role play**  **Option 3:**  [**https://www.youtube.com/watch?v=tyWZeOlaRo4**](https://www.youtube.com/watch?v=tyWZeOlaRo4)  **Discuss what the shepherd did.**    **Key questions to ask:**   * Do the pupils think this was the right thing for the shepherd to do? If yes why and if not why? * If you were lost, would you want to be found? Encourage the pupils to give reasons for their answers. * Who would you want to find you and why?   **Introduce the activity by discussing things that the pupils have lost.**   * How did they feel when they found it? * If they didn’t find it, how did they feel?   **Main activity: (Evaluate and communicate)**  **Godly play style:** A range of resources put out. Children create part of the story they liked best and explain why.  **Possible stations:**   * Painting table. * Collage materials. * Props in order to re-tell the story. * Writing materials and sheep template – What would you want to say to the lost sheep that has been found? What do you think God would want to say to the lost sheep?   **Alternative activities:**  **Possible writing tasks:**  **Template of a sheep** – What would you want to say to the lost sheep that has been found? What do you think God would want to say to the lost sheep?  **Post card to the lost sheep from the shepherd:** What would your message be to the lost sheep?  **Model postcard writing:**  **Eg:**  Dear Lost Sheep, (You could give it a name.)  I was so worried when you did not return to the fold, that I came to look for you. I was delighted to find you and bring you home to the flock safe and well. It was so good to rejoice with my friends when I found you.  You are precious to me and I love you deeply. Remember if you ever get lost again, I will always come and find you.  Your friend the Good Shepherd.  **Picture board: (An example below.)**  The whole board could be given to each pupil.  Sections of the board could be given to each pupil.  Pupils could be given the key vocabulary to place in the box of their choice.  (Differentiate accordingly to ability.)   |  |  |  |  | | --- | --- | --- | --- | | **Pictures**  (Pupils’ design.) | **100 sheep in the countryside (Children could draw 10 sheep.)** | **99 sheep returning to the flock**  **(Children could draw 9 sheep.)** | **The Good Shepherd goes out to look for the lost sheep and brings him/her home.** | | **How do the sheep/does the sheep feel?** | Eg: happy, content | Relieved that they are safe.  Worried for the lost sheep. | frightened, worried, scared, alone. | | **How does the Good Shepherd feel?** | happy, content. | Pleased that 99 are well.  Concerned/  worried for the lost sheep. | relieved/ happy/joyful/  content/love for the sheep that has been found. |   **One picture:** Draw the lost sheep with 2 speech bubbles: How does he/she feel being lost? How does he/she feel when he/she is found?  **The lost son:**  A father who has two sons, both of whom are hidden in the classroom. The children’s challenge is to find the two sons. **Only one has been actually hidden.**  **Key questions to ask:**   * Does it matter that one son is missing? * What do you think we should do about this lost son?   **Main teaching input: (Investigate and explore)**  **Tell the story of the lost son (The prodigal son)**  Tell the pupils that Jesus told a story that you can find in the Bible.  Open the Bible and find the lost son in it from the introductory activity.  Read the story from the Bible: **Luke 15: 1 – 32.** This can be told in many ways.  **Option 1:**  **Godly play style**: (**To note:** To use Godly play it is recommended that you have been trained in the approach.)  **Key questions:**   * What part of the story did you like best? * What part of the story did you not like and why? * Where are you in the story?   **Option 2:**  **Role play**  **Discuss the parable with the pupils:**  **Key questions to ask:**   * How do you think the younger son felt when he first saw his father? * Do you think the father did the right thing to welcome his son home? * How do you think the older son felt when the father held a feast to celebrate the return of his younger son? * If you were the younger son, how would you feel? * If you were the older son, how would you feel?   **Option 3:**  **Watch a video.**  [**https://www.bbc.co.uk/bitesize/clips/zj3b87h**](https://www.bbc.co.uk/bitesize/clips/zj3b87h)  **Main activity: (Evaluate and communicate)**  **Godly play style:** A range of resources put out. Children create part of the story they liked best and explain why.  **Possible stations:**   * Painting table. * Collage materials. * Props in order to re-tell the story. * Writing materials and a template of a son – What would you want to say to the younger son if you were the father? What would you want to say to the older son if you were the father?   **Alternative activities:**  **Possible writing tasks:**  **Template of the lost son** – What would you want to say to the lost son that has been found?  **Post card to the lost son from the father.** What would your message be to the lost son?  **Model postcard writing:**  **Eg:**  Dear Son, (You could give him a name.)  I was so worried about you when you left home and did not come back. I looked for you every day and prayed that one day you would return. When I saw you in the distance, I just had to run towards you and give you a big hug and kiss.  I want you to know that I love you very much. You were lost but now you have been found and for that I rejoice and give thanks.  All my love  Your Father  **Picture board: (An example below.)**  The whole board could be given to each pupil.  Sections of the board could be given to each pupil.  Pupils could be given the key vocabulary to place in the box of their choice.  (Differentiate accordingly to ability)   |  |  |  |  | | --- | --- | --- | --- | | **Pictures**  (Pupils’ design.) | **The two sons being given their share of the family estate.** | **The older son stays at home and works in the field.**  **The younger son goes off and wastes all his money.** | **The father welcoming his son home.** | | **How do you think the older son felt?** | happy  delighted  excited | responsible  Wanted to be seen to be doing the right thing. | Jealous angry  disappointed  shocked | | **How do you think the younger son felt?** | happy  delighted  excited | excited  delighted  ashamed  sorrowful | apologetic  relieved  loved  safe | | **How do you think the father felt?** | Happy, content. | worried  distraught  frightened | thankful  relieved  Wanted to forgive his son.  A great sense of love for his son. |   **Three pictures: Children to draw a picture of each of the following:**  The Father:  The older son:  The younger son:  **Two speech bubbles for the father:** What do you think the father wants to say to his older son at the celebration? What do you think the father wants to say to his younger son at the celebration?  **One speech bubble for the older son:** What do you think the older son wants to say to his father at the celebration?  **One speech bubble for the younger son:** What do you think the younger son wants to say to his father at the celebration?    **Plenary: (Reflect and express)**  **Circle time:**  **Key question:**   * Why do you think Jesus told the parable? * Having heard the parable, what is the one message Jesus wanted people to hear and remember. Provide pupils with options to choose from:   **The lost sheep:**   * God loves everyone just like the shepherd loves his sheep. * God will always come and look for you if you wander off. * Everyone is important to God. * Treat everyone equally.   **The lost son:**   * God loves everyone. * God forgives. * God accepts everyone just as they are.   **Key questions if exploring the lost sheep:**   * God shows his love to people by…… * The Good shepherd showed his love to his sheep by going out and finding him/her. I show love to my family and friends by…..   Teacher reinforces Jesus’ teaching from this parable – **God loves everyone. Treat everyone equally.**    **Key question if exploring the lost son:**  If there was one thing you would like to be different in our world, what would it be? Pupils go around in a circle and say aloud what they are thinking if they would like to.  **Key question:**   * Why do you think Jesus told this parable?   Teacher reinforces Jesus’ teaching from this parable – **the importance of forgiveness and welcoming everyone.** |
| **Resources:** | * [**https://www.youtube.com/watch?v=tyWZeOlaRo4**](https://www.youtube.com/watch?v=tyWZeOlaRo4) * [**https://www.bbc.co.uk/bitesize/clips/zj3b87h**](https://www.bbc.co.uk/bitesize/clips/zj3b87h) * Art materials if doing Godly play. |
| **Sensitivities:** | * Be mindful of pupils for whom the theme of loss could be painful and difficult to respond to. * Be mindful of pupils who may have lost a loved one either through death or separation. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 3:** Why do you think it is it important to listen? Why is it important to believers to listen to God? | |
| **Intentions:**  To give pupils opportunities to: | * Know and be able to retell the parable of the sower. * Know the meaning behind the parable. * Be able to express their own feelings and emotions. * Ask questions about the meaning of the parable.   **Key religious vocabulary:** Bible, Gospel, Kingdom of God, parable. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap on previous learning:**  **Key knowledge checking:**   * The meaning of the parable the pupils studied the previous week.   **Show the class a plant that is growing healthily.**  **Key questions:**   * What is helping it to grow so well? (soil, light, water). * Do all plants need these things? What happens if they don’t have all of them?   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: Why is it important to listen? Why is it important to believers to listen to God?**   * Tell the pupils you are going to read the parable of the sower. Explain the meaning of the word sower. * Explain that in the story some seeds are lucky and grow big and strong but some seeds find it impossible to grow. Challenge the pupils to listen out for what happened to the seeds that didn’t grow.   Read the ‘Parable of the Sower’ **(Matthew 13:1-24).**  **This can be told in many ways:**  **Option 1:**  **Godly play style**: (**To note:** To use Godly play it is recommended that you have been trained in the approach.)  **Key questions:**   * I wonder which part of the story you liked best? * I wonder where you are in the story? * If we had to leave a part of the story out which part would it be and why? * What part of the story do you think is the most important part?   **Option 2:**  **Role play:**  Tell the pupils they are going to help you by acting out the story as you read it. Allocate the parts of the sower, seeds, sun, thorns and birds. By having lots of seeds include the whole class in the retelling:  **Option:**  **Hot seat the sower:**   * What happened to the seeds that fell on the path? * What happened to the seeds that fell in rocky places? * What happened to the seeds that fell among the thorns? * What happened to the seeds that fell in the good soil? * What did you mean when you said, “He who has ears, let him hear.”   **Option 3:**  [**https://www.youtube.com/watch?v=V9IOhGPrRvY**](https://www.youtube.com/watch?v=V9IOhGPrRvY)  **Key question:**   * Can you tell me about the seeds that didn’t grow big and strong – what happened to them? (They fell on the path, the rock and among the thorns)   Explain that the seeds that grew well are like people that hear about God, want to learn more about him and follow a path that leads to truth.  **Main activity: (Evaluate and communicate**  **Choice of activities:**  **Activity 1:**  **Godly play style:** A range of resources put out. Children create part of the story they liked best and explain why.  **Possible stations:**   * Painting table. * Collage materials. * Props in order to re-tell the story. * Writing materials – template of a person and the different surfaces that the person could be on. Path, rocky places, thorns, good soil: Children place the person on the surface of their choice. **Key question:** What do you think God would want to say to this person standing on the surface of your choice? Pupils write their responses:   **Eg:**  **Person on the path:** Don’t run away from God.  **Person on the rocky place:** Don’t give up. Keep listening to God even when it is difficult to do so.  **Person amongst the thorns:** Don’t worry – God loves you/is with you always.  **Person on the good soil:** Keep listening and following my example.  **Activity 2:**  Divide the children into groups of 4. Each pupil in the group will take the responsibility for creating one section of a 4 part collage, telling the story of the Sower. Once all 4 parts are completed, join the parts together to form the complete collage.  Seeds that fell on the path  Seeds that fell on rocky ground  Seeds that fell among the thorns  Seeds that fell on good soil  **Activity 3:**   * Writing materials – template of a person and the different surfaces that the person could be on. Path, rocky places, thorns, good soil: Children place the person on the surface of their choice. **Key question:** What do you think God would want to say to this person standing on the surface of your choice?   **Children write their responses:**  **Eg:**  **Person on the path:** Don’t run away from God.  **Person on the rocky place:** Don’t give up. Keep listening to God even when it is difficult to do so.  **Person amongst the thorns:** Don’t worry – God loves you/is with you always.  **Person on the good soil:** Keep listening and following my example.  **Plenary: (Reflect and express)**  **Key questions:**   * What sort of things do we need in order to grow up into healthy and happy people?   **Eg**  Food  Water  Shelter  Love  Friendship  Kindness  Know who God is  **Return to the question for the lesson:** **Why do you think it is it important to listen? Why is it important to believers to listen to God?**  Gather pupils’ views.   * Who do you listen to? Why is it important that you listen to this person? How do they help you to be the best you can be?   **Key question:**   * Why do you think Jesus told this parable?   **Key message for a believer given in the parable of the sower:** Listen to God’s word and follow it.  **To note:** Assessment opportunity. Keep a note of pupils’ responses to the above questions with an awareness of the assessment criteria. |
| **Resources:** | * [**https://www.youtube.com/watch?v=V9IOhGPrRvY**](https://www.youtube.com/watch?v=V9IOhGPrRvY) |
| **Sensitivities:** | * Be mindful of pupils who may not feel listened to. * Be mindful of pupils who find listening difficult. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 4:** Why do you think it is it important to listen? Why is it important to believers to listen to God? | |
| **Intentions:**  To give pupils opportunities to: | * Know and be able to retell the parable of the wise and foolish builders. * Know the meaning behind the parable. * Be able to express their own feelings and emotions. * Ask questions about the meaning of the parable.   **Key religious vocabulary:** Bible, Gospel, parable. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * Recap on the meaning of the parable explored last week.   **Key question:**   * What do you think makes a good listener? * Do you think you are a good listen? * How good are you at following instructions?   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: Why do you think it is it important to listen? Why is it important to believers to listen to God?**  **Watch** and discuss the following animation ‘The foolish builder’.  [**https://www.youtube.com/watch?v=CXWHLB1f6\_U**](https://www.youtube.com/watch?v=CXWHLB1f6_U)  **Key questions:**   * Why do you think one of the builders followed the instruction and one decided not to? * What do you think you would have done? Can you say why? * What is the difference between the two men?   Explain that both builders looked at the instructions on the sign – one decided to follow the instructions on the plan but the other saw it and ignored it. Refer to the story in the Bible **(Luke 6:46-49)** Read it from a children’s Bible.  Jesus told a crowd of people this story in the Bible. Does this story have meaning? If so, it is called a...?  **Explain** to the pupils what Jesus was trying to teach by telling the parable. **(Refer to background knowledge for teachers.)**  **Main activity: (Evaluate and communicate)**  **Task 1: Optional or may be used for some pupils only.**  **Option 1:**  Give the children a piece of paper, on one side illustrate the house built on rock and the house standing firm. On the other side of the paper draw the house on the sand collapsing as the rain falls. Put this on a thread and stick into book so that both parts of the story can be shown by turning the paper over.  **http://4.bp.blogspot.com/-2LL2WZU4SOI/VM1bNbTydBI/AAAAAAAAAZ0/hxQfZIJmAJw/s1600/DSC_0267.JPG**  **Option 2:**  **In pairs,** pupils make two houses.  Houses can also be made out of jenga, lego, carboard. Houses are then placed on sand or stones. A watering can is poured over the houses to create the storm, which houses remain standing?  **Task 2: See appendix lesson 4. (Use the template or adapt accordingly.) This task allows for deeper thinking and will offer challenge.**  **Key question:**   * Why do you think it is important to a Christian to listen to God?   **Model:**  I think it is important for a Christian to listen to God because they believe God helps them to make the right choices and decisions in life. God provides them with good advice on how to build their life. Christians believe that when they don’t always listen to God, things can become difficult for them and they may not make the best choices.  **Plenary: (Reflect and express)**  **Recap** the meaning behind the parable.  **Teacher notes:** The parable teaches that listening to God will help you to build your life on things that are positive, firm and lasting. It will help them to make the right choices in life. When life becomes difficult, Christians believe that if they have listened to God and continue to trust in his words, he will be with them through the difficult times. The storm came, but the house that was built on the rock (the rock being Jesus) stood firm. It did not fall down. The house that was built on sand (the sand not being God), when the storm came, fell down because the foundation was not strong enough to hold it up.  **Return to the question for the lesson:** **Why do you think it is it important to listen? Why is it important to believers to listen to God?**  Gather pupils’ views.  **Key question:**   * Why do you think Jesus told this parable?   **Key message for a believer given in the parable of the wise and foolish builders:** Build your life on firm foundations. Follow God’s instructions.  **To note:** Assessment opportunity. Keep a note of pupils’ responses to the above questions with an awareness of the assessment criteria. |
| **Resources:** | * [**https://www.youtube.com/watch?v=CXWHLB1f6\_U**](https://www.youtube.com/watch?v=CXWHLB1f6_U) * Provide a range of resources to make the houses. * Appendix lesson 4. |
| **Sensitivities:** | * Be mindful of pupils who may have experienced or be experiencing difficulties in their life. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 5:** Who is my neighbour? | |
| **Intentions:**  To give pupils opportunities to: | * Know and be able to retell the parable of the good Samaritan. * Know the meaning behind the parable. * Be able to express their own feelings and emotions. * Ask questions about the meaning of the parable.   **Key religious vocabulary:** Bible, Gospel, parable. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * Recap on the meaning of the parable explored last week.   **Key question:**   * Who do you think your neighbour is? * Do you think you need to know your neighbour? * What do you think makes someone your friend? * Can anyone be your friend? * How do you think you should treat your neighbour? * Do you think friend and neighbour mean the same thing?   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: Who is my neighbour?**  Tell/read the story to the class. **Luke 10: 25 -37.**  **This can be told in many ways:**  **Option 1:**  **Godly play style**: (**To note:** To use Godly play it is recommended that you have been trained in the approach.)  **Key questions:**   * What part of the story did you like best? * What part of the story did you not like and why? * Who do you think was a friend to the Samaritan? * Who do you think was the priest’s friend? * Who do you think was the robber’s friend? * Who do you think was the Levi’s friend? * Where are you in the story?   **Option 2:**  **Role play.**  **Option 3:**  **Watch a video clip.**  [**https://www.bbc.co.uk/bitesize/clips/zcyr87h**](https://www.bbc.co.uk/bitesize/clips/zcyr87h)  **Explain** the meaning of the parable. **(Refer to background knowledge for teachers.)**  **To note:** In this parable, the neighbour is the person who showed kindness and friendship to the one in need. The traveller did not expect it to be the person who he thought didn’t like him because they were from different groups.  **Key question:**   * What do you think is Jesus’ message for everyone?   **In pairs discuss:**   * Can you think of a time when someone has stopped to help you? How did it make you feel? * Can you think of a time when you have helped someone? How did it make you feel? * When someone helps you, what is it important to do? (Say thank you.)   **Main activity: (Evaluate and communicate)**  **Choice:**  **Option 1: Model the piece of writing to ensure high quality.**  Pupils record a time when they have been a good Samaritan in pictures and writing. Pupils reflect on how it made them feel and why they did what they did.  **Option 2:**  Pupils are given the opportunity to make a thank you card that they can give to the person that helped them in some way e.g. a friend, a teacher, a TA, a parent etc.  **Plenary: (Reflect and express)**  **Recap** the meaning behind the parable.  Challenge the pupils to spot someone who needs help and then to go and help them.  Consider if we need to know the person to help them. Remind pupils of the events they do to raise money for charity. Refer to the school vision - how does the school vision encourage us to be a good neighbour?  **Teacher notes to share with pupils:**  Christians believe Jesus taught them they must always try to show friendship even when it is difficult.  **Key questions:**   * When might Christians today find it difficult to show friendship and how might they ask God to help them? (Teachers make notes of pupils’ responses as part of assessment.) * When might you find it difficult to show friendship and what could help you to overcome this difficulty? (to show friendship to someone who has been unkind to me.) * Is it ever ok not to help someone?   **Return to the question for the lesson:** **Who is my neighbour?**  Gather pupils’ views. Take note of pupils’ responses – have they changed their views during the cause of the lesson?  **Key question:**   * Why do you think Jesus told this parable?   **Key message for a believer given in the parable of the good Samaritan.** Be a good neighbour/friend to everyone including the stranger.  **To note:** Assessment opportunity. Keep a note of pupils’ responses to the above questions, with an awareness of the assessment criteria. |
| **Resources:** | * [**https://www.bbc.co.uk/bitesize/clips/zcyr87h**](https://www.bbc.co.uk/bitesize/clips/zcyr87h) |
| **Sensitivities:** | * Be mindful of pupils for whom friendships are difficult. * Be mindful of pupils who have experienced neglect. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 6:** Why did Jesus tell stories?  **(To note:** This lesson requires 1.5 hours or could be combined with an English lesson to ensure quality time is given to it.) | |
| **Intentions:**  To give pupils opportunities to: | * Know and be able to retell the parables explored in previous lessons. * Know the meaning behind the parable. * Be able to express their own feelings and emotions. * Ask questions about the meaning of the parable.   **Key religious vocabulary:** Bible, Gospel, parable. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Assessment Week – unit plenary.**  **Introduction:**  **Whole class warm up –** Match meaning to religious vocabulary.  **Main teaching input: (Investigate and explore)**  **Return** to material produced in lesson 1 related to **task 1.**  **Repeat the task. Pupils record in a different colour their responses to the key questions below.**  **Task 1:**  Pupils to look at illustrations of the following parables: (Each table could be given three illustrations.) Pupils work in pairs looking at one illustration at time, recording their thoughts and passing it onto the next pair on their table. **What more can we now add to these pictures in the light of our learning?**   * The lost sheep * The prodigal son * The parable of the sower * The foolish builder * The good Samaritan   **Key questions:**   * What do you think is happening in this picture? * Is there anything you particularly notice? * What is the message this parable is trying to teach us? * Why do you think Jesus told stories? * Do you have a question you wish to ask about this picture?   **Assessment opportunity:** What do you notice about the pupils’ responses in lesson 6 compared to lesson 1 – can you see progress in terms of knowledge development?  Pupils record their answers and any observations they have made, around the picture. Keep these recordings as they provide an evidence base that can be used when assessing pupil progress.  Ensure pupils are very clear on the meaning behind each parable before they begin the activity.  **Main activity: (Evaluate and communicate)**  Pupils to work in small groups to create their favourite parable and explain its meaning for Christians today and the world.  **Possible options:**   * Make a class book of words and text. * Make a class film of favourite parables. Children act out the parable and explain its meaning – this is then filmed. * Make a class PowerPoint with each group doing slides for their favourite parable with its meaning. * Children create an art exhibition with pictures/paintings/collages/3D models that tell the parables and their meanings for the Christian community and world today.   Ensure that key religious vocabulary is available for the pupils to use in their writing.  **Assessment**:  As the pupils are working, teacher moves around the room listening to the pupils explaining the parables and their meaning.  **Plenary: (Reflect and express)**  Go to another class (year group either side) and give the pupils’ the opportunity to share their learning.  **Key questions:**   * What is your favourite parable and why? * What messages will you take away from this unit of learning?   **Return to the big question:** **Why did Jesus tell stories?**  **To note:** Jesus told stories in the form of parables to help people understand the nature of God/what God is like. (God is love, God is forgiving, God cares about his creation – humanity, God welcomes all) and how God wants his people to treat others. He also told parable to help people understand what God’s kingdom is like and could be like here on earth. |
| **Resources:** | * Appendix lesson 1. |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |