Key Question: 1.1 Who is a Christian and what do they believe?

This unit enables pupils to begin to understand what Christians believe about God and about Jesus as the Son of God. This unit looks at stories about Jesus and stories that Jesus told. The planning gives opportunity for good links with the English curriculum. Teaching in this unit will help pupils to understand that Christians see God as Father and Creator and Jesus as the Son of God and an inspiration to Christian people. This unit also allow pupils to study prayer and in particular the Lord's prayer.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">1.1 Who is a Christian and what do they believe?

Year group: Recommended Year 1

Strand: Believing

Questions in this thread:
1.2 Who is a Muslim and what do they believe?
1.3 Who is Jewish and what do they believe?
L2.1 What do different people believe about God?
U2.1 Why do some people believe God exists?
3.1 Do we need to prove God's existence?

Religions and worldviews:
Christians

Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outlines on p. 40.
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).
• Recognise some Christian symbols and images used to express ideas about God (A3).</td><td>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).
• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).
• Talk about issues of good and bad, right and wrong arising from the stories (C3).
• Ask some questions about believing in God and offer some ideas of their own (C1).</td><td>• Make links between what Jesus taught and what Christians believe and do (A2).
• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes.** **Pupils will:** • Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). • Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Listen to pieces of music that express ideas about God. • Talk to Christians about what they believe about God (personal worldviews). • Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art. • Using a suitable children's Bible (e.g. *The Lion Storyteller Bible* or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives.

NOTE: This unit of work offers around 10-12 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above.

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Step 4: Assessment: write specific pupil outcomes	• Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements. • You might adapt these specific outcomes to form 'I can' statements (for pupil self-assessment), 'You can' statements (for teacher assessment), and 'Can you…?' statements (for next steps or challenge) • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can'/'You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

Emerging	Expected	Exceeding
I can… **You can…** **Can you…?** Talk about the fact that Christians believe in God Talk about the fact that Christians try to do what Jesus taught they should do Recognise symbols, pictures and words that Christians use to describe God Share some of their own ideas about God	**I can…** **You can…** **Can you…?** Describe simply some Christian beliefs about God Describe simply some Christian beliefs about Jesus Retell a story that shows what Christians believe about God Share what a story about God might mean Share what the stories about Jesus say about good, bad, right and wrong Talk about issues of good and bad, right and wrong related to the stories Ask some questions about believing in God Explain some ideas of my own about God	**I can…** **You can…** **Can you…?** Make links between a parable of Jesus and what Christians believe and do as a result of this Make links between a miracle of Jesus and what Christians believe and do as a result of this Make links between a story about the life of Jesus and what Christians believe and do as a result of this Make links between what Jesus taught about prayer and what Christians do

Step 5: Develop teaching and learning activities	• Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. • Remember to incorporate opportunities to revisit and recall earlier learning as you go through this unit.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who is a Christian and what do they believe?		
Pupils will learn: Describe what they think about what Christians believe and think is important Consider questions such as what Christian might believe and think is important	• Invite pupils to work out what they are going to be learning about by introducing of a series of items from a mystery bag. You might include; a children's Bible, a cross or crucifix, a picture of a church, a nativity tableau, a picture of a priest or vicar, a picture of some Christians (make sure they are different ages and of various nationalities), a picture of a font, a Christian charity leaflet and a picture of a person praying. Ask pupils to look at the clues and identify what links the items. Introduce the key question for the unit. • Working in groups, give pupils a picture of a child from a Christian family; ask them to write around the picture everything they know or think they know about Christians. Encourage pupils to recall prior learning, linking to any of the other questions they have explored e.g. How and why do we celebrate special and sacred times? Encourage pupils to the items that they saw in the bag. • Introduce pupils to 'Mary' (or another name) – who will be the example of a Christian child. She will be used to tell them about what it is like to be a Christian and what Christians believe. You could use a photograph of this imaginary child or a persona doll. This child can be the guide for the rest of the unit introducing favourite stories. **Notes**: For more information about using Persona dolls in RE **See:** https://shop.retoday.org.uk/9780955661129 For more about persona doll training in general: www.Persona-doll-training.org *Say Hello to…* and from RE Today Services are really useful partner publications for this unit. https://shop.retoday.org.uk/9781904024811 They each provide an interactive book about Mary where she describes what is important to her and in *Share a Story* shares the story of the lost sheep.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).** **Expected:** • **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Christians believe about God?		
Pupils will learn: Talk about some ways that Christians describe God and Jesus Talk about why God is important for Christian people	Play a game of 'I-spy' in the imagination, in which pupils closes their eyes and try to 'see' what they think is being described by the teacher. This helps to get across the idea that sometimes… • … we can 'see' things in our heads which we can't always see with our eyes • … using the same information people 'see' different things. Explain to pupils that people have lots of different ideas about God. Show them some pictures from the Spirited Arts gallery www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ to show the different ideas that people have about God. Share that you are going to find out what Christians think about God. Can pupils get any clues from the pictures you have shown them? Different people have different ideas. What do they think Mary might believe about God? **Different roles:** The teacher can begin by explaining some of their own roles – as teacher, son or daughter, parent, friend and so on. The pupils like to hear about their teachers lives beyond the classroom. Ask pupils to think about the different roles they have, for example as: son / daughter, pupil, sister / brother, friend, granddaughter / grandson, team member (e.g. in sport, clubs, games, class). Ask them to say two things they do in each role. Some things we do as a son or daughter that we don't do as a pupil (e.g. have a cuddle?). Other things we do as a pupil that we don't do when we are being a granddaughter or grandson (e.g. put hand up to speak? Ask before going to the toilet?). Some things we do as a team member, but not as a friend. Gather some examples and praise the pupils who give them. • Tell pupils that Christians believe God does lots of different things. • Can they make some suggestions about what they think the God of Christians might do (some may say 'nothing')? Can the class make a list of ten or more ideas? • Ask pupils to respond to the question 'Where is God?' through art (see the Spirited Arts past galleries https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/2020/)	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).** • **Recognise some Christian symbols and images used to express ideas about God (A3).** **Expected:** • **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).**

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Using a poem

- Tell pupils that Christians believe God has lots of different roles. Use the 'kenning' poem). You could say it has been written by a group of older children at Mary's church. Read it to the pupils and ask them what or who they think it is about. The poem actually has two, three-line stanzas each about God the Father, Jesus and the Holy Spirit, so it is a simple way to help pupils think about Christian ideas about God.

Who?

Time starter	Stable sleeper	Promise keeper
Space maker	Miracle maker	Hand holder
Earth shaper	Eye opener	Heart warmer
Mud modeller	Cross carrier	Cheerer upper
Garden planter	Devil crusher	Energy booster
Fruit grower	Grave buster	Life giver

- Put the lines of the poem on the floor. Ask pupils if they can see why each line is something to do with what Christians say about God. Any lines they don't understand? Maybe someone else in the class can explain? Maybe the teacher can?
- Ask pupils to take one line (i.e. 2 words!) of the poem each and draw a picture to show what it means. If two pupils do a picture for each of the lines, then a class book could be made of the results.

- Go back to the ideas of people having different roles. Explain that the person is only one person even though they are known in different ways to different people. Illustrate this concept with water, steam and ice – one and the same but seen in 3 different ways.
- Link this simply to the idea of Christians seeing God as a Father and Creator but also being Jesus the Son and the Holy Spirit. This Trinity concept is hard, and pupils will revisit this in upper Key Stage 2

Notes These ideas are exemplified in more detail in *Opening up Christianity* RE Today https://shop.retoday.org.uk/9781905893485

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does the Bible teach us about God?		
Pupils will learn: Retell a story that shows what Christians might think about God Retell stories told by Jesus and about Jesus in words, drama and pictures Describe some ways Christians might use the Bible Talk about some ways that Christians describe God and Jesus Talk about why God and Jesus are important for Christian people	• Look at a display of important books together, making sure it includes three Bibles of different kinds. Can pupils identify which books are Bibles? Are there special ways of presenting the Bible – leather covers and gold edges, for example. But not all Bibles are like this. Some are children's Bibles, or especially for teenagers. There are many kinds of Bibles. • 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) essentially is about God and how God wants people to live their lives. The New Testament is about Jesus and his followers who tried to tell people about God and how God wanted people to live. The Bible is a good place to find out about what some Christians believe about God. Choose ways of reading and sharing stories about God from the Old and New Testament e.g. the book of Jonah in the Old Testament; the Annunciation (Luke 1:26-56), the lost son (Luke 15:11-32) and Pentecost (Acts 2:1-13). Some ideas are listed below. You could introduce these as stories that Mary hears when she goes to church. Mary could bring along a copy of her Bible or Bible story book to share the stories from. She could explain how her family and church use the Bible. **Jonah** Using a child-friendly version, tell the story of Jonah in an interactive way. In light of their thinking about the story so far, ask pupils: What happened when Jonah tried to run away from God? How did God find Jonah? Was it important for Jonah to go to Nineveh – why? Split pupils into groups and give each group one key event from the story e.g. • God commanding Jonah to go to Nineveh • the storm • Jonah praying inside the fish • Jonah leaving the fish • Jonah going to Nineveh • The people of Nineveh changing their ways • God saving Nineveh • Jonah getting cross	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).** • **Recognise some Christian symbols and images used to express ideas about God (A3).** **Expected:** • **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).** • **Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).** • **Ask some questions about believing in God and offer some ideas of their own (C1).** **Exceeding:** • **Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).**

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- God explaining to Jonah the importance of being concerned for the people and animals of Nineveh.

Pupils work with their group members to decide what their part of the story might teach a Christian about God. Some groups may be able to work independently, whilst others may need support (e.g. have selection of cards with a range of ideas about God on – pupils choose one that is shown by their part of the story and justify). Groups feed back to the rest of the class.

The Lost Son: Share the story of the lost son using Lego or other small world characters. You might get inspiration from this animation www.youtube.com/watch?v=egyV2lmdYso
After discussing the story ask pupils to work in groups with small world materials to create and photograph a tableau of Jesus explaining to people about what this story teaches about God. Once the tableau has been photographed the group need to write or record the words that Jesus used to explain what this story might teach to Christians about God.
Alternatively, you could show the pupils a bag with a collection of items a parent would use with a baby. Take the items out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as the practical items move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Use the story of the lost son to illustrate that Christians say God never gives up on people. The story can be sequenced, retold in drama – freeze framed or hot seated - or through artwork.

You could use stained glass windows to tell the stories of The Annunciation (the angel announcing the birth of Jesus to Mary) and / or Pentecost and then to discuss what these events might teach Christians about God, or you might feel that you have done enough by using the other two stories.

You might want to finish this part of the unit by sharing some similes that pupils aged 10 have used about God. Share them in two halves and discuss as a class what they might mean. Who might agree with these similes?

God is like a tree	**Big and strong**
God is like a light	**Shows someone the way**
God is like my mum	**Cares for me**
God is like a jigsaw	**Puzzling**
God is like a shadow	**Always with you**

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	• Ask pupils to complete the sentences, imagining what a Christian might say: e.g. If God were an item of clothing (a food, a building, an animal, a colour) what would God be and why? • Pupils could draw the item of clothing/building/food and write two adjectives to describe God, e.g. 'God is like a soft, red, jumper'. This doesn't have to be a written activity; it could be a discussion using circle games. • Encourage pupils to say why they have used their chosen adjectives (this enables pupils working above expectations to show their understanding): e.g. 'If God were an item of clothing, God would be a woolly jumper because God is all around someone keeping them warm.' **Worshipping God through music** You might like to extend this section by getting pupils to listen to some music that expresses something about what Christians believe about God. For example: **Handel's Hallelujah Chorus** www.youtube.com/watch?v=usfiAsWR4qU • The text says 'Hallelujah!' This is a word that means 'Praise God' (usually spelt 'Alleluia'). • 'The Lord omnipotent reigns' – Christians say that God is all-powerful (omnipotent). • 'He shall reign for ever and ever, king of Kings and Lord of lords.' • (The texts come from the book of Revelation 19:6 and 11.15.) Ask pupils to listen out for the words and talk about how it expresses Christian praise for a powerful, everlasting God. Why might Christians want to worship God like this? How do pupils respond to the music? **'My lighthouse'**, a more recent and popular song sung by many young Christians. www.youtube.com/watch?v=reAlJKv7ptU or www.youtube.com/watch?v=1kYwpNIVt9Q Lyrics are here: www.azlyrics.com/lyrics/rendcollective/mylighthouse.html This song suggests that God, like a lighthouse, guides and protects people when they face challenges and storms of life. Ask pupils to respond to the words and music. Can they see how, for many Christians, God is not just an idea but someone who helps them in their everyday living? **Notes:** This first part of the unit has looked at Christian beliefs about God. If you are going to split the unit this is a good place to do it. The second part of the unit focuses on Jesus and his teaching and who Christians believe he is. The story of Jonah is also used in unit 1.4 What can we learn from sacred books? It is good to revisit stories more than one, so that pupils can recall previous learning and embed it in their long-term memory.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why is Jesus important to Christians?		
Pupils will learn: Retell stories told by Jesus and about Jesus in words, drama and pictures Talk about some ways that Christians describe God and Jesus Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them Make links between what Jesus taught and what Christians believe and do	▪ Explain that in the next few lessons we are going to find out why Jesus is important to Christians. Point out that Christians believe Jesus is real (not like Disney heroes) and that people have believed that he is important and inspiring for 2000 years, in their millions (not like the 'heroes' on TV). **Circle time sorting** In circle time, pupils are given ten pictures of different heroes. They sort them out, taking turns to move one up or down a rank order: each pupil 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 questions and note them down. Remind the pupils of what they have learnt when studying Easter - that Christians believe Jesus is the son of God. **Jesus the storyteller** Jesus told lots of stories and he used them to teach the people around him. These stories are called parables. If you are using your persona doll Mary you could introduce the next story as her favourite. (If you have already taught this story in unit 1.4 *What can we learn from sacred books?* recall it, and then move onto a different story to deepen their learning about Jesus.) **The Lost sheep** Use a creative story box approach to tell the story to the class: this communicates both the story's narrative and the value of the story to Christians. Nick Butterworth and Mick Inkpen's telling of the story is a good version to use. Stop during the story to ask wondering questions. • I wonder what might be dangerous for this lost sheep? • I wonder why the shepherd cares so much for the sheep? • I wonder if the lost sheep matters more than the other sheep? • I wonder what being lost feels like? Why? • I wonder if there are things that are dangerous for us if we are lost?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).** **Expected:** • **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).** • **Talk about issues of good and bad, right and wrong arising from the stories (C3).** **Exceeding:** • **Make links between what Jesus taught and what Christians believe and do (A2).**

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<table>
<tr>
<td>Express their own ideas about the parables that Jesus told and the stories told about Jesus</td>
<td>
I wonder if being lost is always about not knowing where we are – are there other kinds of ‘lost’ too?
Give the pupils four reasons why this story, 2000 years old, might be still told so much and so often.
Why did Jesus tell this story? Was it . . .?
Give your pupils choices here. Was it:

Because he liked sheep more than other animals?
Because he thinks God loves people as a shepherd loves the sheep?
Because we all get lost sometimes, and need help?
Because breaking the rules can be dangerous?

Choose the two best reasons and think about why they are good reasons. This question is about the ‘hidden meaning’ of the story. Jesus’ parables are stories with a hidden meaning about how his followers should behave.

Look at some paintings or stained-glass images of the story.

Think about how they were made, who by, and why. How long did they take?
What does this tell you about how much the story matters to Christians?

Many Christians call Jesus ‘the good shepherd’. There are even some churches called ‘The Church of the Good Shepherd’. Why? Many activities facilitate this kind of linking. In this case we suggest:
Give pupils the list of words below. Do they know what these words mean?
<table>
<tr><td>Lost</td><td>Finder</td><td>Searcher</td><td>Carer</td></tr>
<tr><td>Strong</td><td>Brave</td><td>Weak</td><td>Scared</td></tr>
<tr><td>In danger</td><td>Loving</td><td>Like any person</td><td>Like God</td></tr>
</table>
Ask them in turn which three words apply to the sheep, to the shepherd, to themselves and to God. No right answers – this is all about helping pupils to be interpreters!
A Google image search for ‘Good Shepherd’ throws up over 70 million pictures. Some are well worth showing to your pupils as they learn about this story.
</td>
<td></td>
</tr>
</table>

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	The Good Samaritan (Luke 10:25-37) Tell pupils that Jesus was asked a question: 'Who is my neighbour?' If you were asked that question what would your answer be? Most of your pupils will think of their neighbours a being those that live near them. Discuss what they know about their neighbours, how often they see them, do they ever do anything with them? Find an engaging way of sharing the story of the Good Samaritan. There are various versions on BBC class clips or you could use the creative story box method shared above. Ask the pupils to list the characteristics that the Samaritan displayed e.g. generous, brave After you have told the story show a series of pictures of different sorts of people and ask if Jesus meant that these people are our neighbours? Ask the pupils to discuss if they are our neighbours, how would Jesus say we should treat them. Share the rule that Jesus taught – Love your neighbour as yourself. Ask the pupils to create dramas or freeze frames showing how a Christian should react in certain circumstances if they are following the teaching of Jesus. Give pupils sentence stems to respond to • I think my neighbour is…because… • A good neighbour is… • A Christian (Mary) could show they are a good neighbour by…. **Notes:** The Lost Sheep: *Share a Story*… from RE Today includes a digital story of the Lost Sheep where Mary explains why this story is important to her. https://shop.retoday.org.uk/9781904024811 *Stories Jesus Told* by Nick Butterworth and Mick Inkpen has stories to support this. If you have already taught this story in unit 1.4 *What can we learn from sacred books?* recall it to refresh pupils' understanding, and then move onto a different story. Take the opportunity to revisit and recall past learning.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do the miracles of Jesus teach us about what is important to Christians?		

Pupils will learn:
 	
Retell stories told by Jesus and about Jesus in words, drama and pictures
 	
Describe some ways that Christians describe God and Jesus
 	
Talk about why God and Jesus are important for Christian people
 	
Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them
	Jesus the miracle worker
	Begin by talking 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 pupils that, for Christians, miracles are stories that have a huge 'wow' factor, and involve things that don't usually happen naturally – they need God's involvement. There are lots of miracle stories about Jesus in the Bible. For Christians, this is a big part of what makes Jesus so important.
	
	What can we learn from the story of Jesus and the Ten Lepers?
	• Share a miracle story, the story of Jesus healing ten lepers is a good example, with themes of giving thanks and caring for others (Luke 17:11-18, in the Bible.) Ask them to talk about these questions:
	  ○ 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? [Note that the Samaritans were regarded with suspicion and hostility by Jewish people at the time; in a story like this, Jesus' listeners would have expected the Samaritan to be the 'baddie'.]
	  ○ What does this story have to do with prayers and with power?
	• Enable pupils to play at re-telling the story, using Lego or Playmobil people, or making some freeze frame photos (you could add speech bubbles and think bubbles to them). Ask them to imagine the thoughts of the people in the story at different times.
	• Point out that for Christians, this story tells them that God cares for everyone – including those who are foreigners or who are ill.
	• Point out that another message of the story is that saying thank you matters.
	• **Extensions:** Some pupils might make a drama out of this story, while others could explore the work of the Leprosy Mission in combating this dreadful disease today. They can look at www.leprosymission.org, which has some child-friendly information and images.
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging:
		• **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).**
		
		Expected:
		• **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).**
		• **Talk about issues of good and bad, right and wrong arising from the stories (C3).**
		
		Exceeding:
		• **Make links between what Jesus taught and what Christians believe and do (A2).**

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	The feeding of the five thousand Read and retell the story of Jesus feeding 5000 people with five loaves and two fish. It is in John's Gospel (John 6:1-33) – and in many retellings for children. This story is immediately followed by the story of Jesus walking on the water. (Use www.biblegateway.com and try out the International Children's Bible, the New Contemporary Version or The Message. This link gives a guide to reading levels: www.biblegateway.com/blog/2016/06/bible-translation-reading-levels/) • There are many good strategies for unpacking and retelling a story: use art, drama, music or thinking skills to do this, and be prepared to spend some time on the activities. • If you can, have a dramatised retelling of the story in which six pupils 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. • Pupils are 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 pupils 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? • Not all Christians believe in the miracles described in the Bible (they say that the stories are trying to illustrate spiritual or ethical points – such as the need to be forgiving and generous), and are not literally true events. However, many Christians do read the New Testament stories of Jesus and believe that the text describes what Jesus really did and said. • In pairs (use the strategy think/pair/share if you like), pupils can try to create acrostic poems on the word 'miracle' or 'listen' or 'inspire' **Showing learning about Jesus** Ask pupils to work in groups to create an information book or poster about Jesus. The book or poster could be designed for Mary's group at church to see. The book or poster needs to show what many Christians believe about Jesus e.g. that he is the son of God, that he told stories that show Christians how to live, that he performed miracles and, if you have already completed the Easter unit, that Christians believe Jesus died and came back to life and went to live with his Father in heaven. The book or poster can tell stories, use quotes, show pictures.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Christians pray?		
Pupils will learn: Think, talk about and ask some thoughtful questions about how the Bible influences Christians and what influences them Make links between what Jesus taught and what Christians believe and do Give reasons why Christians pray and describe what Christians pray about	**What does the Lord's Prayer mean?** • Tell the story of Jesus teaching his disciples the Lord's Prayer. Explore the Lord's Prayer. Start with the example from the Anglican liturgy: www.churchofengland.org/our-faith/going-church/lords-prayer Compare with its source in the Bible, from a contemporary version of the text. (Matthew 6: 5-15) Use www.biblegateway.com – e.g. New Century Version www.biblegateway.com/passage/?search=Matthew+6%3A6-13&version=NCV • Talk to pupils about its content and purpose. Tell pupils that many people know this prayer by heart, and talk about learning by heart. Perhaps if Mary is a persona doll she could recite it or talk about the importance of it in her church. • You might like to add in a comparison with a modern translation from The Message – one that tries to recapture something of the impact of the words when originally included in the Gospel text: www.biblegateway.com/passage/?search=Matthew+6%3A6-13&version=MSG What similarities and differences can they see? What impact might this version have on a Christian praying like this every day? • Ask pupils to think about the 5 key words in the prayer. What would they suggest? These might be: Father / heaven / daily / forgive / temptation. Ask the pupils 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? • Ask pupils to think up a prayer that Mary might say with one of the 5 key words in it. Their prayer (or meditations) for Mary could be simple – just one line is fine. • To enable the 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 online image bank, or pictures cut from magazines, or their own artwork. For example, you could ask a group of 5 to draw 5 pictures, one each for a different key word in the prayer. This activity links to English (non-fiction texts) and to the expressive arts curriculum • Talk about how the Lord's Prayer is used. Can the pupils suggest what is meant by the phrase used by many Christians: 'the power of prayer'? You might like to watch this video clip and talk about whether it might help Christians to reflect on the Lord's prayer: www.youtube.com/watch?v=u8jImIjg4UY&feature=youtu.be&t=55	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).** **Expected:** • **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).** • **Talk about issues of good and bad, right and wrong arising from the stories (C3).** **Exceeding:** • **Make links between what Jesus taught and what Christians believe and do (A2).**

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	How and why do Christians pray today?
	• Examine posters, leaflets, photos of noticeboards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities. Consider who Christians pray to.
	• Use the site https://request.org.uk/# to explore some varieties of Christian prayer. There is a useful section on 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 mealtime 'Grace', at bedtimes and in a shared sign of peace.
	• Write a poem, meditation or prayer (the choice is important – never require pupils to write prayers; RE doesn't assume that pupils have religious beliefs). If you have used the idea of Mary within this unit ask the pupils to write a prayer that Mary would use. It might be about praise, thanksgiving, asking for help or saying sorry. Pupils find this works well if you give them a choice of pictures to work from, for example:
	  ○ What would the child in this photo or painting pray for?
	  ○ What prayer might Mary write for peace, for people who are bullied, for older people, for our school, for her own family?
	  ○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them.
	
	Notes: When doing work on prayer it is important to offer choice of activities – never require pupils to write prayers. Set tasks that ask them to imagine what a Christian might pray, in certain circumstances, based on their learning in this unit.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who is a Christian?		
Pupils will learn: Describe some beliefs and stories that are important to Christians.	Return to the mystery bag you used at the beginning of the unit. Ask the pupils to look at the clues again and talk about why they are important and relevant to Christians. What do the symbols mean? What stories do they relate to? Ask the pupils to work in groups with the picture of the Christian child they annotated at the beginning of the unit, add to and correct what they wrote at the beginning. Make sure they add on all the things they have learnt in the unit. Ask the pupils to make up a bag of things including stories, prayers and pictures for Mary to go and talk to another group of pupils about being a Christian. More able pupils could write cards showing what Mary should say about the different things in her bag.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Talk about the fact that Christians believe in God and follow the example of Jesus (A1).** • **Recognise some Christian symbols and images used to express ideas about God (A3).** **Expected:** • **Talk about some simple ideas about Christian beliefs about God and Jesus (A1).** • **Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).** • **Talk about issues of good and bad, right and wrong arising from the stories (C3).** **Exceeding:** • **Make links between what Jesus taught and what Christians believe and do (A2).**

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