Key Question: F2 Which people are special and why?

The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'. There is an emphasis on how some characters show the qualities of friendship.

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.

EYFS RE: Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll: this includes all those in the reception year.

In line with the DfE's new 2021 Early Years Foundation Stage framework schools are to plan RE opportunities through purposeful play and a mix of adult guided and child-initiated activity through the 7 areas of learning. Schools are required to plan their curriculum, including RE, through the Educational Programmes in the Statutory Framework for the Early Years Foundation Stage.

Learning intentions for RE planning are to be developed from the 7 areas of learning in the Early Years DfE Development Matters document (2021, as we have done in this unit plan.

Step 1: Select a key question	**F2 Which people are special and why?** **Year group:** Reception/F2 **Strand**: Beliefs **Questions in this thread:** L2.3 Why is Jesus inspiring to some people? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus? **Religions and worldviews:** This unit plan mainly focuses on Christianity and Sikhism, although teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes. Teachers should use the relevant child characters depending on which religions they choose to cover. This is important as it allows pupils to link the information they are learning about a religion with a person from the faith, meaning that what is learnt becomes less abstract. Images of the child characters are all given within this unit.

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Step 2: Select learning outcomes	• Use the learning outcomes from column 2 of the key question outlines on p.25 • 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.
• talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • recall and talk about stories of Jesus as a friend to others • recall a story about a special person in Sikhism and talk about what can be learnt from it • use new vocabulary as they hold conversations about religious materials	
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:** • Talk about people who are special to us, whom we admire. • Meet a special person that helps them, e.g. crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. • Meet a person with a religious faith, e.g. vicar or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life. • Discuss the benefits and responsibilities of friendship and the ways that people care for others, using new vocabulary. • Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4.17–22); • Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Guru Nanak, Sikh). **Reinforce this learning through follow-up activities:** • Role-play the special visitors using appropriate dressing-up clothes. • Make thank-you cards for the visitors. • Use digital cameras to take pictures of the visitors during the visit and make a book using the photographs.

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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.

I can… You can… Can you…?

- Talk about people who are special to you including yourselves, your classmates and people from outside the class community
- Say what makes other people special to you
- Use new vocabulary to hold conversations about friends, religion and community
- Talk about people who are special to you in the local community
- Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it
- Identify some of the qualities of a good friend and identify your own good friends
- Recall and talk about a story of Jesus as a friend to the disciples
- Recall and talk about the story of the feeding of the 5 000
- Identify some of the qualities shown by the boy in the feeding of the 5 000
- Identify some of the qualities of a good friend
- Recall and talk about a story where Jesus shows friendship to another

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.

NOTE: This unit of work offers around 8-10 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. In EYFS, it is often not practical or advisable for RE to be taught in hour long blocks, but the 8-10 hours can be delivered in smaller chunks in a variety of ways (e.g. whole class teaching, group work, continuous provision, focused activities etc)

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who is special to you and why?		
Pupils will learn: To show sensitivity to others' feelings and form positive relationships To talk about how they themselves are special To talk about people within the class and from outside of their class community who are special to them To say what makes others special to them	**A special person** • Prepare a box with a lid that can be easily opened and shut. Inside the box, stick a mirror to the bottom. It has a good effect if you decorate the box beautifully. Tell pupils that there is something incredibly special and completely wonderful inside the box. Pass the box around the circle allowing each pupil to lift the lid and take a peek in – they must promise not to tell anyone else about the amazing thing they have discovered inside! • Discuss together the special item that pupils saw inside the box. They should each have seen themselves reflected in the mirror. Ask pupils to think about what makes them special – what are their likes/dislikes? What do they enjoy doing? Who are their friends/family? What are they good at doing? etc. If time, this could lead to a discussion about talents and even a short class talent show. • Learn 'I am Special' song to the tune of Frere Jacques e.g. www.canteach.ca/elementary/songspoems76.html. • Ask pupils to finish the sentence starter 'I am special because…' Affirm all the children in the ways they see themselves positively. **A special class** • Discuss how people can be special in different ways. Are we special because we are fun to play with, kind, are a hard worker, very good at doing something particular, someone likes/loves us very much etc? • Explain to pupils that they are going to be thinking about how everyone in the class is special. Play '2, 4, 6, 8, who do we appreciate?' game. The whole class chants '**2,4,6,8, who do we appreciate?**' before one member of the group is chosen to say the name of someone who they feel to be very special and if possible give a reason e.g. 'I choose Jack because he plays with me/Chloe because she rides her scooter fast.' • Give pupils the opportunity to appreciate the talents of themselves and others by asking them to talk to a partner and finish the sentences 'I am good at… You are good at…'. Aim to allow pupils to try this with a few different partners.	**These activities will help pupils to work towards achieving the following expected outcomes:** Talk about people who are special to them including themselves, their classmates and people from outside the class community Say what makes other people special to them Sing, perform and learn from well known songs in RE contexts Learn and use new vocabulary about religion and beliefs

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	Writing to special people • Using blank postcards, ask pupils to draw the picture of a special classmate on the completely plain side, if possible the picture should show why the classmate is special. On the other side, pupils write out the postcard to the classmate who they have drawn including some words, phrases or sentences to say why that particular person is so special. Try to ensure that everyone has a postcard written to them. • Once the postcards have been addressed and had stamps stuck on, the pupils can be walked to the local post box to send their mail. This works well if the postcards are addressed to pupils' homes as each child receives a postcard telling them why they are special through their own front door. They can be brought back into school for a 'we are special' display where postcards are displayed next to pictures of the recipients. **Lots of special people** • Teachers show a photo of someone from outside the class community who is special to them and explains why. Discuss who is special to pupils from outside of the class: family, friends, people who help us, other members of the school community etc. Ask pupils to bring in (or create if necessary) a picture of someone special to them for a show and tell session.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why are some people special?		
Pupils will learn: To listen attentively to a speaker, responding to what they hear with relevant comments questions and actions How others in the local community help them and have special qualities To talk about people who are special to them and others and say why To begin to know about the beliefs of a person from a religious community	**Welcoming special people to class** • Invite in at least two special people who help pupils e.g. crossing patrol officer, midday assistant, caretaker, secretary, local police constable, doctor postie or vet etc. Help pupils to form questions to interview the guest, finding out what their job entails, what is good about it and what is not so good. • The questions, answers, pictures of the special visitors in class and if possible pictures of them at work should go towards a class book about special people. • Discuss with pupils why they think the people they met are so very special. Which ones have to be kind / brave / careful / patient etc in their roles? Add responses to the class book. • Pupils can dress as the special people they have met and role play their jobs. The role play area makes an excellent police station/doctor's surgery/veterinary surgery etc. A 'special people who help us' day is an opportunity for all pupils to come to school dressed as someone who helps others and focus further on this. **What is special to Grace?*** Introduce pupils to the character of Grace using the image below or a persona doll (or re-familiarise pupils with her if they have met Grace before).  • Explain to pupils that Grace is a Christian girl. If using the image, look at the cross around Grace's neck and discuss whether pupils have ever noticed this symbol or have seen a necklace like it. Explain that many Christians wear crosses, just like Grace. Invite in a person who, like Grace, is a Christian. This could be a local vicar, a member of a local church community, a parent, a Christian member of your Local Authority's SACRE (Standing Advisory Council for Religious Education) etc. Help pupils to ask the visitor questions to find out more about being a Christian. What does s/he believe, do, think is important in life etc because of his/her religion? • Add to the class book with the questions and responses, photos of the visitor in the class and if possible photos of the visitor that link to some of the answers s/he gave to the pupils (e.g. in church, saying grace before meals, reading the Bible, celebrating a Christian festival, charity work etc if any of these were discussed during the visit).	**These activities will help pupils to work towards achieving the following expected outcomes:** Talk about people who are special to them in the local community Say what makes people in the local community special Use new vocabulary to discuss friendship including examples from school, local community and religions Use RE learning to write simple phrases or sentences that can be read by others

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	• Discuss with pupils the link between the visitor and Grace – do they think that Grace might believe and do some of the same things as the visitor? Ask pupils what they think makes the visitor (and Grace too) a special person and add their ideas to the book. **Post office writing corner** • Think about the visitors to class and how they were special. In shared writing compose a letter to one of the visitors, thanking them for their time and letting them know that the class recognises just how special they are. • In the writing corner, provide opportunities for pupils to write thank you cards and letters to one of the visitors. They can independently write more 'you are special' postcards, letters and cards to each other too. Ensure many different types of paper, card and writing implements are provided for the pupils' mail. Ask pupils to post the results in a class post box. The mail for each other can be delivered in class on a regular basis. Appropriate thank you messages should be sent to the correct recipients along with the results of the shared writing. ***Note:** Teachers should use their professional judgement about whether to invite a visitor from Christianity or a different faith. If a visitor from a religion other than Christianity is invited into class, please do not use the character of Grace. Use the child character who is a member of the relevant faith. All the other child characters can be found on the last page of this unit plan. In this section, pupils think about how it can be special to be a member of a religion. Please try to ensure that they do not draw the conclusion that someone has to be a member of a religion to be special. Remind pupils that everyone has things about them that are special, whether or not they are a member of a particular religion or any religion at all.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What story do Sikhs tell about a special person?		
Pupils will learn: To recall a story about Guru Nanak To talk about how a story presents Guru Nanak as special To listen attentively and with enjoyment to stories, responding with relevant comments, questions and actions	**Sussing out snakes** • Look together at some pictures of snakes. Ask pupils to point out and talk about features. Aspects such as no legs, scales, patterns, forked tongues used to smell, hoods etc are all useful to discuss. Help pupils to understand that many snakes are very safe indeed, whilst some others are poisonous. If possible and appropriate, give pupils the opportunity to meet a live snake. • This learning can be extended to areas outside of the RE curriculum. For example, asking pupils to make snakes out of playdoh or multilink that are the same length/longer/shorter than a given piece of string. Pupils can remember the patterns they saw on the images of snakes then stick counters or beads into the back of playdoh snakes to make repeating patterns on them. With pupils make a habitat for the snakes using a tuff spot – children can play with both toy snakes and those they have made themselves in these habitats. **A special person for Arjan***  •Introduce the character of Arjan using the image provided or a persona doll. •This may be the first time that pupils have met Arjan. If so, explain that he is a boy of around their own age. He is not a Christian like Grace (if Grace has not been focused on in class, please use the example of a character who the pupils have met). Arjan is from the Sikh religion. He is a Sikh boy. •Explain that pupils are going to learn a story that is very important to many Sikh people. It's about someone incredibly special to Sikhs whose name is Guru Nanak. The story they will be learning is from when Guru Nanak was still a child. • Use an image of Guru Nanak and the cobra. The cobra's hood should be spread above Nanak and there should be at least one onlooker in the image. Show pupils the image – ask for and gauge their initial reactions. Explain that the boy is Guru Nanak and the snake is a cobra, which is a poisonous snake. • Give pupils the opportunity to act out being one of the onlookers. What might they be saying? What might they do? After their acting, pupils predict what might happen next in the story.	**These activities will help pupils to work towards achieving the following expected outcomes:** Recall a story about a special person in Sikhism and talk about what can be learnt from it learn and use new vocabulary about religion and beliefs

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	• Ask pupils to remember the picture, then close their eyes to listen to and imagine the story. Tell the story of Guru Nanak and the cobra *2. Once the story is complete, ask some 'I wonder…?' questions before pupils to open their eyes, e.g.: - I wonder why Nanak was under the tree? - I wonder what made Nanak fall asleep? - I wonder why the cobra gave shade to Nanak? - I wonder why Nanak didn't wake up when the cobra and Rai Bular came near? - I wonder why the cobra didn't harm Nanak? • Discuss pupils' responses to the end of the story and the 'I wonder' questions. Make clear that for many Sikhs, events in this story show that Nanak was a special person. Talk with pupils about which parts of the story they feel might show Arjan that Nanak was a very special person. If you are using a persona doll to be Arjan, pupils can tell him the parts of the story that they have highlighted and see if he agrees. If you are using an image, pupils' ideas can be sent to Arjan in the form of a letter or email, to which he can respond over the next day or so. **Guru Nanak** • Explain that lots of Sikhs, just like Arjan, remember and tell many stories about Guru Nanak who is extremely special to them. Guru means 'special teacher' and Sikhs remember and learn about lots of things that Guru Nanak taught. Many Sikhs still celebrate Guru Nanak's birthday every year. • Look together at some images of Guru Nanak from when he was an adult – what do pupils notice? Which characteristics make him look special? What does the light around his head mean? ***Note:** The story used here is from Sikhism. Pupils often respond well to it due to the subject matter and because the main character is a child himself. However, stories about special people from Buddhism, Hinduism, Islam or Judaism could be substituted if teachers feel these are more appropriate for their class' learning. *2 If your class are used to doing stilling and participating in guided visualisations, use these teaching strategies here.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is a good friend like? How did Jesus make some very special friends?		
Pupils will learn: To listen to a story from a religious community with enjoyment To identify their friends and some qualities of a good friend To recall and talk about a story of Jesus and the disciples To identify what a Christian can learn from a story of Jesus Recognise that stories about Jesus are very important to Christians	**Bring a good friend** • With pupils, share a story that focuses on friendship e.g. The Rainbow Fish, Harry and the Dinosaurs Romp in the Swamp, or even the relationship between Woody and Buzz in Toy Story. Discuss how characters in the story were and were not friendly towards each other. • Ask pupils to show their friendliest and least friendly faces. Discuss what the qualities are of a really good friend e.g. someone who happily plays with others, says sorry when necessary, shares, is kind, looks after others, invites you to play with them etc. • Allow pupils to think further about who their friends are and how to be a good friend. They could create 'My Good Friend' certificates (if possible with relevant reasons about who they are awarding the certificates to). Friendship hats can be simply made by giving each child a band of paper that fits around their heads. Children should draw or stick on pictures of their friends – these hats can be worn by the whole class during a special 'friendship day'. Staff can keep cameras at the ready to catch instances of when pupils are being good friends to each other in school – these images can be put on display and discussed. **Calling of the first disciples** • If pupils have previously learnt about the Bible, remind them of their prior learning about the Bible as a holy book for Christians just like Grace. Explain that they will be learning some stories from the Bible that look at some very special people to Christians. The first one looks at how Jesus was special and also made some special friends. Tell pupils that they will be going on a journey to find out about Jesus. **Preparing your story trail** 1. Ensure that six locations have been set up in the classroom or school (one for each of the six parts of the story). In each location, leave thirty pictures (one per child) to remind pupils of that particular part of the story, suggestions for pictures you could use are given below. Props and images can be added to each location to clearly link it to the relevant part of the story and help create atmosphere. 2. Give each child a small bag into which they will put pictures collected on the story trail. 3. Walk with your class from locations one to six. At each point on the journey, tell the relevant part of the story and help pupils find and collect the corresponding picture.	**These activities will help pupils to work towards achieving the following expected outcomes:** Identify some of the qualities of a good friend and identify their own good friends Recall and talk about a story of Jesus as a friend to the disciples Learn and use new vocabulary about religion and beliefs

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	Suggested locations and pictures: **Location 1:** An area in school that is often quite crowded e.g. dining hall or playground. Ensure there are small pictures of crowds for pupils to collect (one per child). **Location 2:** Somewhere that children associate with cleaning such as the sink area in class. Pupils to collect pictures of fishing nets. **Location 3:** Near a water tray that has boats floating inside. Pictures of fishing boats sailing. **Location 4:** An area associated with learning, perhaps the class' carpet area. Pictures of Jesus teaching from a boat. **Location 5:** A place where fish or images of them can be found e.g. a fish tank, a pond, a particular display, the library. Pictures of fish. **Location 6:** School gates**.** Pictures of footsteps. **Script for the calling of the first disciples story trail:** **Location 1:** People liked to listen to Jesus. Lots of people used to come to hear him teach. One day, Jesus was next to a lake and a crowd of people came to hear him speak. The crowd of people listening to Jesus was incredibly big. The crowd was so big that Jesus got pushed. He was nearly pushed into the lake! **Location 2:** There were lots and lots of fishing boats on that lake. Lots and lots of fishermen worked there. Jesus could see two empty fishing boats. The fishermen were not on board their boats. The fishermen had finished their fishing. They had left the boats and were washing their fishing nets. **Location 3:** One of the boats belonged to a fisherman named Simon Peter. Jesus got onto the boat. He asked Simon Peter to row it a little way away from the shore. Simon Peter did just that. **Location 4:** Now Jesus wasn't so near to the crowd. Nobody was pushing him. He was in no danger of being pushed into the lake. But Jesus was still close enough to the crowd that they could hear him talking. So Jesus sat down in Simon's boat and he talked to the crowd. He taught them. **Location 5:** Jesus finished talking. Then he told Simon to take the boat even further away from the shore and catch some fish in his fishing nets. Simon explained that he had been fishing on the lake all night but hadn't caught any fish in the nets. He still did what Jesus had told him to do though. Amazingly, even though Simon hadn't caught any fish the night before, he caught so many now! Little fish, big fish, hundreds of fish! He caught so many fish that the fishing nets began to break. So Simon Peter and Andrew called to the fishermen who owned the other empty boat. The fishermen from the other empty boat were called James and John. James and John brought their fishing boat to help catch all the fish. In the end the two boats were so very full of fish that they almost sank! **Location 6:** The fishermen were so amazed. They had caught no fish in their nets the night before. But with Jesus they had caught hundreds and hundreds of fish. The fishermen took their boats back to shore. Then they left everything behind. Even their boats. They went to follow Jesus.	

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	Focus on the story's meaning • Play some games involving leaders and followers such as 'Simon Says'. Talk about whether the children preferred leading or following and whether there were any excellent leaders or followers in the class. Ask pupils to remember the end of the story about Jesus and the fishermen – who was the leader and who were the followers? Explain that the men in the story were Jesus' very first followers, his special friends and helpers, and they were called 'disciples' – he had twelve in all. Even today, many Christian people like Grace love to follow Jesus and his teachings. • Remind pupils that we all follow leaders sometimes, but this can be hard. Pupils talk about times when it has been hard to do what mum, dad, a teacher or another leader has asked them to do. Discuss how it might have been hard for Simon Peter to take his boat into the water and start fishing, especially when he had caught no fish the night before, but he still did this because he was following his leader. • Ask pupils who they think the special people were in the story. Explain that stories of Jesus can teach Christians about him. Introduce some story meanings below and see which pupils think Grace and other Christians might learn from the story of the calling of the first disciples: Meaning 1: All Christians should have a boat. Meaning 2: Lots of people wanted to listen to Jesus. Christians still like to hear his teachings today. Meaning 3: Jesus cares for people when they are in need. He is kind and powerful. Meaning 4: Christians should care for people when they are in need. Meaning 5: Don't worry if you forget your lunchbox Meaning 6: Jesus is worth following, and doing what he says can bring surprising results **Remembering the story** • As a focused activity, pupils order the pictures collected on the trail and stick them onto consecutive pages of a six paged book. Depending on ability, pupils stick or write captions in words or sentences next to each image. Once the books are finished, pupils can design an appropriate front cover. They can also design a back cover or final page that shows the story's meaning and enjoy reading the story again and again. If appropriate, the books can be sent home one evening for children to read there too. • Give pupils a cube and ask them to stick one picture on each side. They should throw the story cube, note which picture lands uppermost and tell their friends the relevant part of the story. **Note:** More resources to accompany this story telling can be found in RE Ideas: Jesus, published by RE Today https://shop.retoday.org.uk/9781910261118	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What can a Christian learn from actions in a story?		
Pupils will learn: To listen with enjoyment to a story from the Christian community and respond with relevant actions, comments and questions Recall and talk about the story of the feeding of the 5000 Identify what a Christian can learn from the feeding of the 5000 To have an awareness of their own needs and be sensitive to those of others To talk about people's behaviour and its consequences	**A hungry teacher** • During a morning session, appear a little sad and tell the pupils that you are worried because you have forgotten your lunch box and think that you will be very hungry in the afternoon after having had no lunch. Ask pupils to suggest what could be done in the situation. **The feeding of the 5 000 – Exploring ideas using a talking tub** • Present pupils with a story tub containing 2D and 3D items relating to the Feeding of the 5000 (Matthew 14:13-21). Some should be easily recognisable whilst others might be more ambiguous. E.g. a small boat, a picture of Jesus, five fish (toys or made out of silver foil), a picture of a large crowd, a figurine of a young boy, two small loaves of bread, the word 'God', five thousand dots on a large piece of paper, baskets, a picture of the twelve disciples, picnic blanket. Give pupils time to explore and talk about the items amongst themselves. **Mind mapping** • Seat pupils in a circle with the tub in the middle. The tub should become the centre of a 3D mind map linked to its contents. Discuss any items that pupils think might be linked together and what the links are. Use string, ribbon or strips of paper to form the lines on the mind map that link certain items. Pupils may see basic links of 'food', 'people', 'containers' etc fairly easily. Paper thought bubbles can be used to record pupils' comments and questions which can also be added to the mind map. Take a photo of the map and if possible, record pupils' comments and questions to revisit later. **Story telling** • Use all of the objects in the box to help you tell the story of the Feeding of the 5000. **Focus on the story's meaning** • Ask children to discuss which parts of the Feeding of the 5000 seem impossible, make people wonder and make people say 'wow'. Discuss how no normal person could make such a little bit of food enough for everyone and try sharing a few sweets/orange segments etc between the whole class to show that we cannot usually make a little food miraculously feed everybody.	**These activities will help pupils to work towards achieving the following expected outcomes:** Recall and talk about the story of the feeding of the 5000 Identify some of the qualities shown by the boy in the feeding of the 5000 Become comfortable in using a range of vocabulary and language structures in relation to RE content.

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	Introduce the word 'miracle' – a miracle is something that seems just impossible. Remind pupils that they have learnt about two miracles that Jesus did in the last two stories and see if pupils can remember them both. • Show pupils a picture of Jesus to see whether he looked very different to other people (he shouldn't in the picture!). Ask for pupils' ideas about how Jesus, an ordinary looking man, could do miracles. Explain that many Christians like Grace believe Jesus certainly could do miracles, because even though he looked like a man, he was also God. By doing miracles, Jesus was showing everyone that he was God. **A kind boy** • Remind pupils of the problem you had during the morning when you had forgotten your lunch and ask pupils to remind you of the solutions. Had anyone suggested a solution that was very kind or helpful? Had anyone suggested sharing their own food with you? • Ask pupils to recall the boy's actions in the story when everyone needed food – what very special thing did the boy do? Together, think of some words linked to the boy's actions e.g. kind, friendly, share, helpful. Write some sentences about the boy together using these words. • Recap pupils' ideas about qualities of a good friend and decide together which were shown by the boy. Who do pupils think he was being friendly towards? • Again, look together at the story meanings: - Meaning 1: All Christians should have a boat. - Meaning 2: Lots of people wanted to listen to Jesus. Christians still like to hear his teachings today. - Meaning 3: Jesus cares for people when they are in need. He is kind and powerful. - Meaning 4: Christians should care for people when they are in need. - Meaning 5: Don't worry if you forget your lunchbox - Meaning 6: Jesus is worth following, and doing what he says can bring surprising results - Discuss which ones Grace and other Christians might learn from the Feeding of the 5 000 because of both Jesus and the boy's actions in the story. **Pupil Activities** • Repeat the 3D mind map activity with small groups. They should create this mind map in light of their learning about the story and Jesus. Compare these maps with the photos of the first ones to see where pupils' thinking has developed. • Leave the tub out for pupils to retell the story in continuous provision.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What story shows Jesus being a friend and caring for others?		
Pupils will learn: To recall the story of Zacchaeus To talk about how Jesus shows friendship to another in a story Re-tell a religious story, expressing themselves effectively	**Treasure hunting** • Before the session, hide six different props as pieces of 'treasure' for pupils to find. These can be hidden anywhere in the school, including using outdoor areas. • At the beginning of the session organise the children into groups of six. Give each group a treasure map that will lead them to one of the props. To start the lesson each group must go and search for their piece of treasure by following the map. All treasure should be brought back to the storyteller. Pieces of treasure to be hidden are: 1) Bag of money 2) Branch or leaves 3) Cup and saucer 4) Platform/high heeled shoe 5) Charity collection bag 6) Picture of Jesus • When pupils return with their 'treasure', discuss groups have something that they had expected to find on a treasure hunt and which were surprised to find their particular object on a treasure hunt. Using real objects does work best here, but pictures can be used as the treasure if necessary. • Explain that all the clues go together to form a story. Using the props or pictures of them, ask each group to see if they can work out which story the clues might lead them to. **The story of Zacchaeus** • When all of the groups have returned, the teacher sits the children down and tells the story of Jesus meeting Zacchaeus (Luke 19:1-10). An excellent children's version is The Magpie's Tale by Nick Butterworth and Mick Inkpen. As the storyteller tells the story, the children should listen carefully, if the object their group found is relevant to the part of the story being told, pupils should wave it at the storyteller and the rest of the class. • After sharing the story ask the children: - How do you think Zacchaeus felt when people were being horrible to him? - Why do you think Jesus chose to have tea with Zacchaeus?	**These activities will help pupils to work towards achieving the following expected outcomes:** Identify some of the qualities of a good friend Recall and talk about a story where Jesus shows friendship to another Learn and use new vocabulary about religion and beliefs

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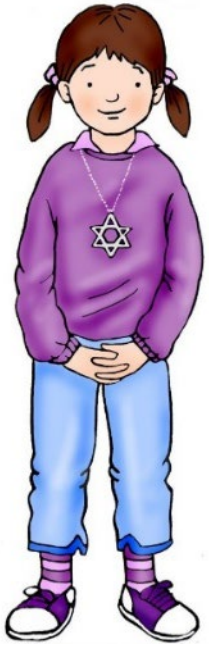
	- What can we learn from this story? - Why do Christians still tell this story about Jesus? - Who was Jesus being a good friend to? - What did Jesus do to show that he was a friend to Zacchaeus and cared for him? • During outdoor activities and when using apparatus in the hall, give pupils the opportunity to practise their climbing skills and try to get as high as Zacchaeus must have climbed. **What shall we put in?** • Remind pupils of the story tub from the feeding of the 5 000. Work with children in small groups to decide what they could put into a story tub for the story of Guru Nanak and the cobra, the collecting of the first disciples or Zacchaeus. Give children a tub and some time to make its contents. • Are children able to retell the story using the tub and its contents? • Can they use another group's tub to retell a story? This is trickier if the other group's tub focuses on a different story.	

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Arjan



Hannah



Samit



Imran



Tanya



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