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Key Question: U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?

This investigation enables pupils to learn in depth from Christianity, considering in a detailed way some teachings of Jesus and the ways they are applied today. Pupils will consider examples of what Jesus said, and how Christians today respond to the challenges of his teachings. It enables a clear sequence of learning and the development of a rich knowledge of Christian worldviews. Pupils use some if the main disciplines with which religion and worldviews are studied: they think about making sense of texts and about questions of meaning, values and truth

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">What would Jesus do? Can people live by the values of Jesus in the twenty-first century?

Year Group: Recommended Year 5

Strand: Believing

Questions in this thread:
F2 Which people are special and why?
L2.3 Why is Jesus inspiring to some people?
3.3 What is so radical about Jesus?

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.67
• 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 colspan="2">Exceeding</td></tr>
<tr><td>• Make connections between some of Jesus' teachings and the way Christians live today (A1).
• Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</td><td>• Outline three or more examples of Jesus' teaching on how his followers should live (A2).
• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).
• Explain the impact Jesus' example and teachings might have on Christians today (B1).
• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</td><td colspan="2">• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).
• Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and / or generosity, expressing their own ideas (C3).</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:** • Build on learning from Key Question L2.3. Use the ideas below to explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. • Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this. • **Love**: use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; 'Love your enemies', Matthew 5:43–48; compare Paul's letter, 1 Corinthians 13:4–7; explore the idea of *agape* love – self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16). • **Forgiveness**: use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34). • **Justice and fairness**: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should treat each other (serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). • **Generosity and not being greedy**: use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). • **Devise some moral dilemmas** and ask pupils to say 'what would Jesus do', from their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school / local community / world? Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

NOTE: This unit of work offers around 8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. The teaching and learning ideas are separated into different sections, each with its own learning objectives and outcomes. These sections do not necessarily constitute one lesson – teachers should decide how long their pupils need to spend on each section in order to fully grasp the concepts being taught.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory.

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

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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…?	I can… You can… Can you…?	I can… You can… Can you…?
• Give an example of one thing that was part of the 'mission' of Jesus & something that some Christians do because of this • Give an example of Jesus teaching on Love or forgiveness or fairness and justice or generosity and greed linking an example of a Christian following this teaching today • Give their own ideas about the value of Love comparing it to the Christian idea of Love. • Give their own ideas about forgiveness comparing it to Christian ideas about forgiveness • Give their own ideas about fairness and justice comparing it to Christian ideas about fairness and justice • Give their own ideas about generosity and greed comparing it to Christian ideas about fairness and justice	• Describe Jesus' teaching on how his followers should live. • Describe the 'mission' of Jesus and give examples of how this might mean Christians should live • Interpret the widows offering and the story of Zacchaeus saying what they show Christians about how they should handle wealth • Describe some of Jesus' stories, teaching and example to show why he saw forgiveness as so important. • Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. • Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times, • Give examples of how following the example of Jesus might have on Christians and other communities • Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.	• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. • Compare Paul's letter, 1 Corinthians 13:4–7 with Jesus' teaching and example and explore the idea of agape love – self-sacrificial love. • Investigate and explain the challenge of following Jesus' teaching on Love, sharing their own ideas. • Investigate and explain the challenge of following Jesus' teaching on fairness and justice, sharing their own ideas. • Account for the importance of forgiveness in Christianity: 'without forgiveness, there is no Christianity' (Dr Robert Beckford). • Give reasons why some people don't want to follow Jesus teaching today, including ideas about making my own choices about good and evil.

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.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'?		
Pupils will learn to: Explore Jesus' teachings and example and how they inspire Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this mission.	**What did Jesus say?** **Note** that most Christians believe the words of Jesus are recorded in the gospels, in the New Testament. This is not universally agreed among Christians (some say that the early church shaped the presentation of Jesus' message in the gospels, and say it is hard to know exactly which things were said by Jesus), however, most Christians through history and across the world take the stories in the gospels as … well, gospel! This unit will explore what the words and actions of Jesus mean to that majority of Christians, but bear in mind that Christians have very diverse responses to Jesus. • Introduce pupils in groups of 4 to ten quotes from Jesus printed onto ten cards. Talk over any new or difficult vocabulary. Pupils should annotate the quotes in three stages: what does it mean? Why is it a challenge? What would change if everyone did this? **Use the set of quotes on page 5.** • This unit will build up a display over the course of the lessons: each lesson suggests something to add to the display. **What was Jesus' mission?** • Consider this text carefully: Luke 4:18-19. Introduce it to pupils as Jesus' 'Mission Statement' **"The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favour."** • Mission statements: ask pupils whose 'mission statements' they can identify: 'To infinity, and beyond' (Buzz Lightyear); 'For the colony, and for oppressed ants everywhere' (Flic, from 'A Bug's Life'). Does the school have a mission statement? Talk about how it is put into action. • Jesus was a 'man with a mission': It had 5 points -to give poor people good news, to free prisoners, to help the blind to see, to give liberty to oppressed people and to tell people God would bless them this year. • Tell pupils that, all over the world today, Christians try to put Jesus' mission into action. Share this sentence with them: • ***'…the Catholic Church [is] responsible for one quarter of all healthcare provision. Globally, it runs 5,246 hospitals, 17,530 dispensaries, 577 leprosy clinics, 15,208 houses for the elderly and chronically ill and people with physical and learning difficulties worldwide…' (Catholic Herald 2010)*** • For teachers, this article gives an update commentary on these figures: https://www.thejournal.ie/readme/what-has-catholic-church-ever-done-for-us-4199150-Aug2018/	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Make connections between some of Jesus' teachings and the way Christians live today (A1). **Expected:** • Outline Jesus' teaching on how his followers should live (A2). • Explain the impact Jesus' example and teachings might have on Christians today (B1). **Exceeding:** • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).

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	• Teachers may also like to use the infographics in Examining Religion and Belief: Christians vol 2 from RE Today • Pupils will also be learning about how Christians help prisoners and share their ideas about the good news of God. Ask pupils to make a list of connections between what Jesus said as he began his public life and these examples of Christianity in action. **Creating section one of the display: What did Jesus want to achieve? Use a large wall board for this.** • Give each pupil a choice of four pre-printed images, each on ¼ of an A4 sheet. Beige: a newspaper headline saying 'Good News' Red: prison bars, with the word 'Freedom' over the top Blue: an open eye, with the word 'Sight' written on it A candle with the word 'Blessed' written on it. Pupils can take one, two or three of these, and complete them with a symbol, logo or reflective sentence. They are to be used for the border of the display that will be created over the next 6 lessons. The colour coding helps to make a striking display. **Notes**: The building of the display suggested here is integral to the work. Good quality stationary, time to do the work well and a teacher-led sense of the value of this all enable pupils to take pride in their work, and gives opportunities for the crucial engagement between pupils' ideas and viewpoints and the religious material they study. The Christian websites 'RE:Start' and 'RE:Quest' have useful materials. Suitable for all: http://request.org.uk/restart/2017/07/25/question-pod/ More challenging: http://request.org.uk/issues/morality-and-ethics/#	

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Ten things Jesus said: what did he mean? What was the challenge? What difference would it make?

Write about each thing Jesus said in three ways. **First**: what does it mean? **Second**: why is it challenging?
Third: what would change if everyone followed this teaching?

"You're happy if you make peace. You will be a child of God."	**"You are like light for the whole world. Let your light shine so that people see the good things you do and praise your Father in heaven."**
"Love your enemies and pray for those who persecute you!"	**"When you give something to a needy person, don't make a big show of it. God your Father, who sees what you do in private, will reward you."**
"Store up riches for yourselves in heaven. Your heart will always be where your riches are."	**"You cannot serve both God and money."**
"Why worry about clothes? Look how the wildflowers grow: they do not work or make clothes for themselves."	**"Do not worry about tomorrow; it will have enough worries of its own."**
"Do not judge others, and then God will not judge you."	**"Do for others what you want them to do for you: this is the meaning of the whole Law."**

Lots to do with these ten sayings of Jesus: cut up and sort in groups.
What does it mean? Which are hardest to do?
Which would change our world for the better the most?
When, in his life, can you see Jesus putting his own teaching into action?

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What is the importance of the value of love? How did Jesus teach his followers to love?		
Pupils will learn to: Consider Christian ideas about Love, Use some of Jesus' stories, teachings and example to understand what Christians believe he meant by loving others Compare Paul's letter, 1 Corinthians 13:4–7 with Jesus' teaching and example and explore the idea of *agape* love – self-sacrificial love.	**The value of love: what did Jesus teach and what difference does it make?** • Ask pupils to think about three Bible quotations: "Where your treasure is, there will your heart be also.' "Greater love has no one than this, that they lay down their life for their friends' "The last enemy that shall be destroyed is death." • In a sense, all three are about love: Christians believe that the love of God is the greatest treasure; that giving your life for others is the greatest love, and that in the end, love wins and even death will be destroyed. • Give pupils a chance to respond to these three big ideas giving their ideas and opinions. What do they think each one means? Do they agree or disagree? It is interesting that these are the three Bible quotations found in the Harry Potter books. **From 1 Corinthians 13, Saint Paul's Poem of Love** • Focus on the Christian value of Love using the passage from the Bible in 1 Corinthians 13:4-7. Draw attention to the fact that this is a poem, about 1950 years old, read aloud in more weddings on earth than any other reading. Take the poem to pieces: it says 'Love is / Love is not / Love does not / Love always / Love never…' Ask pupils what they think Saint Paul's best lines are, and why. Ask them to write their own descriptive poetry about love, using the sentence stems above. • You might link this to a Christian festival: Saint Valentine's Day is a 'festival of love', but so too are Christmas, Easter and Pentecost in their own ways. Consider how each of these annual celebrations connects to Jesus' teaching. • Think, pair and share responses to the questions: what is love? What difference does love make? How do we recognise love? There could be powerful links to the SRE curriculum here: draw attention to some different kinds of love, between parents and children, between partners, including people who are married, between friends, and between God and humanity. Feed ideas back in class discussion. How do people show love to friends? Community? The wider world? Give pupils heart shaped paper for their written responses. • Provide opportunities to respond in different ways such as through artwork, linking to the artist Jim Dine's beautiful work on hearts (seen at the Tate). Pupils could create images of their ideas, questions and insights about love inside the hearts for a class display. Encourage creativity and rigorous thinking together. • Ask pupils to use their literacy skills in a series of sentences about love using because / my reason for this is /to explain further/ and one good examples is. Add these pieces of writing, or a selection of them, to the classroom display under the heading: What love means to Class Five', as appropriate. **Notes**: The connection with Harry Potter, above, is in some ways unimportant, but enables some pupils to see the impact of the Bible. JK Rowling has explained her own Christian faith in several interviews.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). **Expected:** • Outline Jesus' teaching on how his followers should live (A2). • Explain the impact Jesus' example and teachings might have on Christians today (B1). **Exceeding:** • Investigate and explain the challenges of following Jesus' teaching about love, expressing their own ideas (C3).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do Jesus' parables about forgiveness teach to Christians today?		
Pupils will learn to: Consider profound questions about forgiveness. Use some of Jesus' stories, teachings and example to understand why he saw forgiveness as so important. Account for the importance of forgiveness in Christianity: 'without forgiveness, there is no Christianity' (Dr Robert Beckford).	**Two parables about forgiveness: what do they mean?** In the Parable of the Two Debtors, Luke 7:36–50, Jesus teaches that we all need forgiveness, but those of us who need it most may be the most grateful! In the Parable of the Unforgiving Servant, Matthew 18:21–35, Jesus teaches his followers that a thankful response to God's generous forgiveness is to forgive others who do wrong to them. Put the class into small groups and get them to make drama out of these parables, using a title such as 'Forgiveness? But surely that's impossible! **Nine scenarios to think about: what is forgiveness difficult? Why is it important?** • **Team drama.** Ask the class to dramatise some situations in which forgiveness is needed. The nine on page 9 are good examples, but note how sensitive this topic can be – a reason to tackle it, and take care, not a reason to avoid the topic! • **What is hard to forgive?** When pupils have dramatised these and shown them to the class in groups, ask them all to analyse which of these things are hardest to forgive and why. Giving a 'score out of ten' may seem trite, but it requires pupils to make judgements and promotes good thinking. • **Make up your own example.** Ask pupils in pairs to add a tenth or eleventh scenario of their own making. Each pair of pupils tries out their example on another pair, round the class. In each case, ask them 'what would Jesus' teaching be about this situation? If it was followed, what might happen?' Keep emphasising the limitless forgiveness that Jesus taught his followers, and working on its implications. **Jesus forgives those who crucify him, Luke 23:34** • Teach pupils carefully about crucifixion. The Romans used this torturing punishment as a way of killing their enemies, and it was designed to terrify all who saw it. The victim – there were thousands – died slowly and in horrible pain, usually cursing and abusing those who nailed them up. • Ask pupils to guess how Jesus might have reacted when he was crucified. One way Christians try to follow Jesus is by copying his example of love, even as he died. Another is by thanking God for coming to earth in Jesus to show God's love is stronger than death. • In a most remarkable response, the gospel of Luke says that Jesus prayed for the people who crucified him: 'Father, forgive them, they don't know what they are doing.' Ask pupils what this shows about the kind of person he was: remarkably loving? Not a hypocrite? How would people at the cross have responded to hearing this prayer? **Display: photo, talk bubble, think bubble** • Add some photos from the drama to the class display. You might add talk bubbles or think bubbles to the photos you choose, so that the stories and forgiveness scenarios are recalled. **Notes**: It is worth drawing attention to Jesus' 7 sayings from the Cross. Use a crucifix, and some ribbons of rainbow paper to write these sayings onto, displaying them around the crucifix.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). **Expected:** • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). **Exceeding:** • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).

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Activity: Forgiving isn't always easy! Nine forgiveness scenarios Give a score out of 10 for how hard it is for these 9 people to forgive what has happened to them.

A. Sharon borrowed her friend Daisy's new i-Pod for the afternoon, with permission of course, but her little brother, running round, trod on it. The i-Pod still works, but it has a big scratch on the front. 'I'm really sorry, Daisy' says Sharon 'it was an accident'. I half killed David. Please can you forgive me?' Daisy looked at the long scratch on the i-Pod. It had been all shiny before... **What should Daisy say next?** **Difficulty of forgiving: [? /10]**	B. Harun wanted to have his birthday at Alton Towers and his dad promised they would go and take three friends. But that was before Dad lost his job. Two weeks before the birthday, Dad sat Harun down and said, 'I'm really sorry, son, but we just can't manage Alton Towers this year. How about the cinema and a pizza supper? Maybe next time, if things go well... **What should Harun say next?** **Difficulty of forgiving: [? /10]**	C. They had promised one of them would meet her, but mum was really late, and dad was even later. Chantelle stood outside the club for about 25 minutes, wondering if they were dead, or gone on holiday without her. Then both of them arrived from opposite ends of the street at the same time, calling out to her: 'Sorry I'm late, darling, are you OK?' **What should Chantelle say next?** **Difficulty of forgiving: [? /10]**
D. Danny's mum and dad split up two months ago, because, as mum said, 'Your dad has done some very bad things with a girlfriend, and he's told me too many lies.' Danny and the baby were living with mum, and she was crying a lot. Danny felt like it was all his fault; he hadn't helped out enough They only saw dad once a week. Then dad said to Danny 'I'm so sorry for all the things I've done that have hurt you.' **What should Danny say next?** **Difficulty of forgiving: [? /10]**	E. Lois wanted to win the 200m race a bit too much. As they were getting ready to start, she looked across at Sharmila, the fastest in the school. She spoke quietly, but in the voice of a bully to the tall girl: 'I'll kick you in if you win today.' The gun went off and Sharmila was quicker. But in the last quarter of the race she slowed up, looking tired. Lois won by 3 metres. 'Hah, loser' she said to Sharmila. **What should Sharmila say next?** **Difficulty of forgiving: [? /10]**	F. Gran came to stay most weekends. Callum was living with his dad, six months after his parents split up. Callum didn't understand it. One Sunday Gran sat him down and told him all about his dad, and gave him some reasons why it had all gone wrong. Callum was very tense, but he wanted to hear. After a bit, Gran said 'I do hope you'll be able to forgive your parents, love...' **What should Callum say next?** **Difficulty of forgiving: [? /10]**
G. The soldiers were only obeying orders when they took the young man and killed him by crucifixion. The crowd gasped as the nails were hammered into his wrists. Then the cross was lifted up, and dropped into a hole in the ground. Jesus had always preached that people should be forgiving, no matter what. As he hung there, the crowd waited to see if he would curse the soldiers, as most victims of crucifixion did... **What should Jesus say next?** **Difficulty of forgiving: [? /10]**	H. Joe and Jon were twins. Always someone to play with – or to fight with. At Easter, they both had big eggs from their mum. Joe's was finished by Monday, but Jon saved his. But when he did open it, he found someone else had got there first. All the lower part, invisible from outside the box, had been eaten. He knew who he thought it was, and when he got Joe in a headlock, he asked him: 'did you eat my egg?' Joe grinned, and wriggled. 'What if I did? It was very nice' he said. **What should Jon say next?** **Difficulty of forgiving: [? /10]**	I. Wayne and Stephen always enjoyed being rivals: Wayne was the best defender, and Stephen the best striker in school. They liked trying to beat each other. But this particular match, as Stephen jumped for a header to score a winner, Wayne was a bit late. Stephen smashed his head and was knocked out for 10- seconds. When he came round, worried faces looked down on him. Wayne's was the most worried: 'I'm really sorry' he yelled... **What should Stephen say next?** **Difficulty of forgiving: [? /10]**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa		
Pupils will learn to: Think for themselves about justice and fairness. Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times, Learn from the example of Mother Teresa, applying ideas from her prayer to situation where love, fairness and justice can make a difference.	**Right and Wrong in Christianity** • Jesus' teaching: 'Whoever wants to be the first must be the last of all, must be the servant of all.' Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42. Discuss the words of Mother Teresa's prayer with pupils: **'Make us worthy, Lord** **To serve our fellow humans throughout the world** **Who live and die in poverty or hunger.** **Give them, through our hands** **This day their daily bread,** **And by our understanding love,** **Give peace and joy.'** • A voiceover of Mother Teresa, saying this prayer with a simple piano backing. **See**: https://youtu.be/L7AyEcD3gAA It is worth watching as it is her original voice – a potential 'primary source'. Ask pupils if they can see any connections between this prayer and the Lord's Prayer, which includes the line 'Give us this day our daily bread'. Ask: is it fair that every person one earth should have food, drink, a home and a chance in life?' • Pick out the themes of love, the duty to serve, the idea that serving the poor is a privilege. From stories of Mother Teresa, consider: in what ways did Mother Teresa putting into action the teachings of Jesus? Someone once said, "God has no voice but ours, no hands but ours": discuss with pupils what this might mean for Christians today. What does Mother Teresa's prayer say about sharing, fairness and kindness? **Fairness for everyone matters because…** • Ask pupils to consider some sayings of Mother Teresa for themselves and explore their meaning. Six are provided below. Focus on how she was trying to follow the teaching and example of Jesus. • The 'Silent Discussion' approach is good for this. The quotes are written on large sheets of paper, and pupils move from table to table looking at each quote and annotating them. They do not speak. First ask them to write what they think the quote means. Then, moving round, ask them to write what is hard to follow about the quote. Then, moving on again, ask pupils to write a question they would like	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). **Expected:** • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). **Exceeding:** • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).

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to ask Mother Teresa. More 'layers' can be added if you wish. The annotated quote sheets can be the basis of excellent extended writing (link to the English curriculum)

Six sayings of Mother Teresa: did she follow Jesus well?

'God doesn't require us to succeed. He just requires us to try.'	**'I am a pencil in God's hand. God is writing a love letter to the world.'**	**'Don't be satisfied with giving money to charity. Instead spread your love everywhere you go."**
'Do something beautiful for God.'	**'If you cannot feed one hundred people, then just feed one.'**	**'Give the world the best you have, and it may never be enough. Give your best anyway, for you see, in the end, it is between you and God.'**

Create a new section for the 'What would Jesus do?' display

- Pre-print onto some small cards the face of Mother Teresa and the sentence prompt 'Mother Teresa followed Jesus by…' Ask pupils to complete the prompt and colour the card – different shades of blue will look good. Encourage them to be original in the way they complete the card. Add the faces of Mother Teresa to your display. Ask pupils: what did we learn from this? Record their ideas for the display as well.

Notes: Good teaching in this lesson will emphasise the connection between beliefs and values – which can be held in your head but not acted upon – and action. The term 'hypocrite' can be defined here as 'a person who says one thing but does the opposite.' Ask the class: are we all hypocritical sometimes?

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What did Jesus teach about being generous and being greedy?		
Pupils will learn to: Think for themselves about generosity and greed. Use some of Jesus' stories, teaching and examples to understand the way Christians believe we should handle wealth Learn about The Widow's Offering, Mark 12:41–44 and the story of Zacchaeus, Luke 19:1–9, suggesting meanings, applying ideas and interpreting texts for themselves. Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today.	**The Widow's Generosity** • Work with the Bible story of the poor widow who impressed Jesus by giving all she had (2p), while those who were rich gave much more, but kept a lot! Mark 12:41-44. Talk about generosity: it is not just about money, but also time, love, kindness, 'thank yous' and compliments. Ask each pupil in the class to write an example of generous behaviour in a paragraph. Collect these, and use ten varied ones for a ranking discussion: what do we think are the most generous things? **The story of Jesus and Zacchaeus, Luke 19:1-10. A musical strategy.** • Read the story, and provide 5 classroom groups with a copy on paper. Ask the groups to develop a list of words that apply to Zacchaeus, Jesus and the 'negative voices' of the crowds. Groups do this for Zacchaeus at the start and end of the story, the crowds at the start and end, and Jesus. • The next stage is to turn some of these phrases into chants. Get each of the 5 groups to select their best 5 words or phrases, organise them into a chant and practice this all together, loud and quiet. • Assign a leader or conductor to direct the group, or do this yourself. They could vary the dynamics (or volume) from a whisper to a shout by raising and lowering their arms, or vary the speed. Have all the 5 groups chant in turn, overlap, shout against each other, to retell the story of Jesus and Zacchaeus.. Call the whole thing 'The Class 5A Zacchaeus Meets Jesus Opera', or something similarly grand! Perform it to a class of younger children if you can. • This activity tackles the question of how Jesus won a person who was mean to become generous and a follower. Discuss this through a Philosophy for Children (P4C) or other method of class analysis. **Giving money away to charity** • Consider four Christian charities, funded by gifts. You might note that Christian Aid has a voluntary income of £40m. The Bible Society was given £8 million by supporters. The Church of England's Children's Society was given £23 million. The Salvation Army was given £41 million. What did the people who gave these gifts hope might happen because of their money? Which teachings of Jesus were they putting into action? • Teach pupils that many Christians like to give a percentage of their money to God's work. Some give up to 10% (sometimes called 'tithing', and based on practice from before the time of Jesus in the Bible). When the collection in Anglican churches is taken up, a prayer is said: 'All things come from you O God, and of your own, we give you.' Christians believe God cares for all people equally, so giving to charity is a way of supporting those most in need. Could you arrange an interview with two local Christians about this? **For the display boards:** Give pupils a copied outline of a coin, maybe 5 or 6 cm across (this can be done with a real 2p coin enlarged 400% on the photocopier!) Ask them to write three reasons to be generous onto the coin, and colour it. Add a section to the display. **Notes**: The 'chant story' activity about Zacchaeus is a good lesson for musical composition as well as for RE	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). **Expected:** • Outline Jesus' teaching on how his followers should live (A2). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). **Exceeding:** • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does the teaching of Jesus have to say about some problems people face today? What would Jesus do?		
Pupils will learn to: Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions. Think of reasons why some people want to follow Jesus' teaching today Apply sayings of Jesus to different ways of behaving relevant to children's lives today. Give simple reasons why some people don't want to follow Jesus teaching today, including ideas about making my own choices about good and evil.	**What would Jesus do?** • Introduce pupils to the movement, begun in the USA, called 'WWJD'. There are hundreds of artefacts associated with this easily found via an online search. Talk to the pupils about why someone might wear this wristband, and how following Jesus might include trying to work out what he would do fact with any situation that is tempting, difficult or presents a dilemma. • Christians often see the process of moral choice as temptation to do wrong. They resist temptation by prayer, using the Bible or working together in fellowship. Tell pupils that Christians don't expect to be perfect, so they 'own up', or confess their sins to God, sometimes using these words: 'we have done things we ought not to have done, and we have left undone things we ought to have done. In your mercy, Lord, forgive us all that is past…' • Put large sheets of paper out on the tables in your classroom, with one of these dilemmas in the middle, and a line down the page. On the left hand side write 'WWJD' and on the right 'What would you do? Ask pupils circulate round the room, writing their own ideas, questions, reasons and points on to the sheets, and reading what others have suggested. - Amit has £10. He is moved by a charity appeal. Should he give to charity or spend his money on himself? How much each way? - Beth sees her enemy fall over on the playground. Should she help, or carry on playing with her friends? Could she make a friend out of an enemy? - Cally has a new girl in her class. She sees the new girl is crying. What does she do next? - Dan has no money and no sweets. He is tempted to take just a couple of sweets from Ellie's bag. She has loads. No one will notice. They are his favourites… - Flo's annoying little brother is being annoying. She feels like thumping him, but she decides to just speak. Should she say something angry, or something gentle? - Greg promised himself to eat healthy foods, and he's been doing well. Today there are loads of donuts leftover, and he's already had two… - Harun hasn't done his homework. When the teacher asks why not, he thinks of saying 'My Nan is unwell, and we are all upset.' This is not true. - Ian's mum asks him to go to the shop for a pint of milk. But he is just getting close to a high score on his new game. He opens his mouth angrily, to say… what?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). **Expected:** • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). **Exceeding:** • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3). 

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	- Jess has 4 lots of homework she has not done this week, but she feels too lazy to bother on Friday when she gets home. She picks up the TV remote, then she thinks… - Kat promised her friend Jodie not to tell her secret. But now she is chatting to her best friend Lucy, who asks: 'What about Jodie then?' Kat says, 'Wouldn't you like to know…?' What is the temptation here? What will she say next? What is the good thing to do? - Liam kicked Matt and gave him a bruise during football. The teacher asks Liam to apologise, but he finds it too hard, and doesn't want to be shown up. He feels like saying 'Well, you didn't see what he did to me!' • Review the pages of notes, ideas, questions and suggestions together in a circle discussion: what can we learn from asking 'WWJD?' about our own ideas and decisions? **Creative writing: two endings to one story** • Give pupils the first paragraph of some simple stories about making choices. They could be based on the dilemmas above, or pupils could make up some more of their own. Ask them in pairs to develop two endings, which show the consequences of good choices or of bad choices. One story-pathway could show what happens if a person follows the teachings of Jesus, another could show what happens if someone does the opposite. Encourage pupils to think about consequences. **A tree of choices, good and bad - for the display:** Set up a tree (use a branch from the school grounds) next to your display. Give pupils large red and green leaves to hang on the tree. Red for bad choices, green for good choices. Hang half the tree in red and the other half in green. **Notes**: There are many excellent values clarification and moral development activities similar to this. What RE adds here is often the raw material – such as the teaching of Jesus – for making good choices or right decisions.	

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What have we learned about living by the values of Jesus in the modern world?		

Pupils will learn to:
 	
Consider and discuss ideas about what the Cross means to Christians
 	
Express ideas and views about Jesus' teaching and example.
 	
Think of reasons why some people try to live by Jesus' teaching and example in the modern world.
	The Cross: Christians believe it is a symbol of the power of love.
	• Show pupils some different Christian crosses – use some that are pictorial and child-friendly as well as traditional crucifixes. Ask pupils to think about what this artefact means to Christians. Here are some suggestions:
	  ○ "On the cross, Jesus forgave people, even those who crucified him. It is a sign of forgiveness."
	  ○ "When he was crucified, Jesus tested his love against human hatred, and he won. It is a sign that love wins."
	  ○ "Jesus came to die. He died in the place of the robber Barabbas, but Christians believe he also died in the place of all people. His death means life to people who trust him, that's why it is called 'Good Friday'"
	  ○ "In Jesus, God came to Earth to share our sufferings, even to the point of torture and death. It is a sign that when we suffer, God is with us."
	• Can pupils suggest whether they think these different meanings of the Christian cross link to different artefacts? What connections do they make? Which of the crosses expresses Christian ideas best?
	RECAP: Mission statement, love, forgiveness, fairness, generosity, resisting temptation
	• Remind pupils of the lessons they have done in this unit.
	• Give them each a blank card cross, maybe A4 in size. Different colours of card make for a great display. Give some time, artistic resources and stimuli to create a cross design which expresses what they have learned. Suggest they include on one side no more than 5 words to express the values and ideals of Jesus. They can use images as well. On the other side ask them to write their answer to the question: is it good to live by the teachings of Jesus 2000 years after his time? How would pupils like to decorate and present the crosses?
	• **Model a positive and a negative answer to this question:**
	• "Jesus showed his followers the truth about God and the meaning of love. For Christians, this makes him the best example to follow, and they still try to be his disciples today. His teaching is very hard to follow, but Christians believe God will help them to live a good life and forgive them when they go wrong."
	• "Everybody needs to find their own beliefs and values to live by. Jesus' teaching might have been great 2000 years ago, and some of it is still good today of course, but there are lots of other good ways to live as well, and some of Jesus' ideas like 'love your enemy' and 'forgive everyone' seem too hard."
	Display: Use the crosses pupils make to complete the display of work from these lessons.
	
	Notes: Much of this unit is about values and ethics, but the first part of this lesson asks some theological questions: what did the cross mean? What ideas about God are found in the story and symbol of the cross and Jesus' death? It's important to make the connections for pupils between beliefs and values.
		These activities will help pupils to work towards achieving the following expected outcomes:
		Emerging:
		• Make connections between some of Jesus' teachings and the way Christians live today (A1).
		• Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).
		Expected:
		• Explain the impact Jesus' example and teachings might have on Christians today (B1).
		• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).
		Exceeding:
		• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).
		• Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).

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