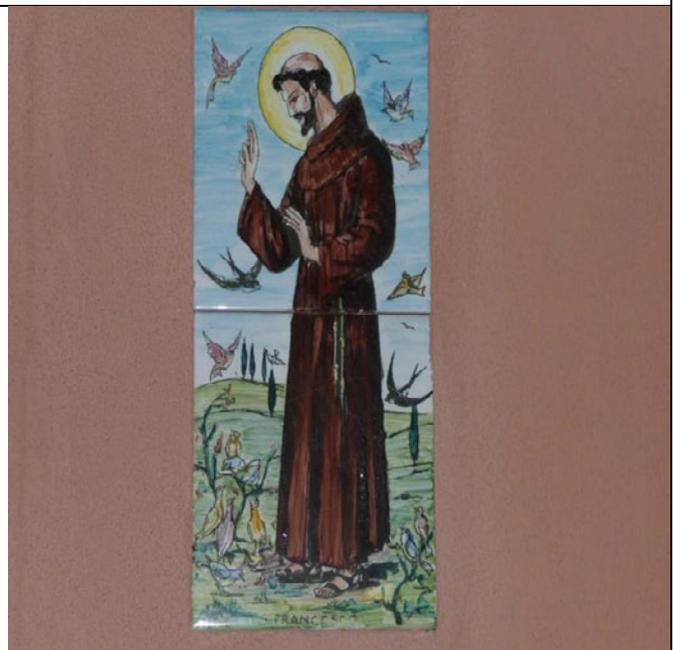


The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: People in Christianity: *What can we learn from Jesus and Saint Francis?*

Year Group: 1/2



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About this unit:

This unit enables pupils to begin to understand the idea of being inspired. The unit uses stories from Christianity to enable learning about Jesus as an inspirational leader to Christians in the past, including Saint Francis, and to Christians today, and allows children to reflect on whom or what inspires them.

The focus is on the idea of inspiration, which will be taught through stories and activities that enable children to think about their own lives and experiences.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of inspiring people and leaders. The focus will mainly be on how following Jesus made, and still makes, a difference to many Christians' lives. Children are asked to think about which people inspire them in their own lives and the reasons for this.

This unit contributes to the continuity and progression of pupils' learning by exploring in depth stories from Christianity that they will encounter in the RE classroom over several years. The unit builds upon the learning about Christianity that has already taken place in RE in the Reception Year and anticipates a further study of influences and their impact in Key Stage 2 and beyond.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other curriculum areas as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Religious practices and ways of life

AT 2: *Learning from Religion and Belief*

- *Questions of Values and Commitments*

The core RE concepts that the unit develops are:

Belief (Christians believe that Jesus is the Son of God);

Commitment (People may do things because they are committed to a faith);

Inspiration (People may do things because they are encouraged to follow an example).

Attitudes Focus

This unit will help pupils to explore attitudes of:

- **Self awareness** by becoming increasingly more aware of the ways in which other people make a difference to our lives;
- **Respect for all** by developing a willingness to learn from examples from a religion;
- **Appreciation and wonder** by developing their capacity to respond to the ways other people's lives can be inspiring.

The unit will provide these opportunities for pupils:

- To talk and think about being inspired;
- To listen to the views and ideas of others;
- To enjoy religious stories and retell them in different ways;
- To experience a range of activities and to respond in a variety of creative ways.

Background information for the teacher:

- To Christians, Jesus is more than just a good role model; he is God in human form, the saviour of the world. His followers try to apply his teaching, and ask, through prayer, for the strength and commitment to follow his example. Jesus is an inspiration to Christian living in many ways, and some people who are not Christian find him inspiring as well;
- St Francis became a Christian after a having a vision and changed the way he lived his life as a result. He set up a monastic order that still exists today in which men follow the example of St Francis.

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Specific religions:</p> <p>Christianity Beliefs Belonging Christian Christmas Community Death Disciples Easter Environment Jesus Monk Practices Resurrection St Francis</p> <p>The language of shared human experience inspired inspiring</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ A visitor from the Christian community prepared to answer questions devised by the pupils about who is inspiring to them. <p>Web</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) www.natre.org.uk/spiritedarts enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people ▪ Try www.reonline.org.uk for a good general gateway to RE materials ▪ Information about St Francis from a Franciscan perspective: http://www.friar.org/ ▪ http://www.biblegateway.com/ allows you to search for passages from the Bible and choose them in traditional and contemporary language ▪ http://www.bbc.co.uk/learningzone/clips/ can be searched for video clips relating to the life of Jesus ▪ http://www.request.org.uk/infants/infants.htm is a useful site that the children could explore for themselves. <p>Books</p> <p>Faith in Action Series Lion – “The Good Man of Assisi” ISBN 07459 36334 Folens – “Special People” Bridges to Religion – “Lucy’s Sunday” Children’s Bibles</p>

	<p>Children's Prayers (e.g. Lion Books)</p> <p>Film and video</p> <ul style="list-style-type: none"> - "Sarah & Paul" - Videos of Clergy <p>Range of pictures of Christian worship Polystyrene jigsaw Plasticine Crib/Nativity Scene Easter Gardens</p>
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from responding to stories of key religious figures; • Opportunities for moral development come from thinking about who inspires me to be good, say thank you or be generous. 	

EXPECTATIONS: At the end of this unit:		
<p>Pupils working at level 1 will be able to:</p> <ul style="list-style-type: none"> • Talk about how Christians try to copy Jesus (AT1); • Recount outlines of stories from the life of Jesus (AT1); • Recall outlines of the life of St Francis (AT1); • <i>Talk about being thankful, being generous or being good (AT2).</i> 	<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • Use the word 'inspiring' for themselves (AT1); • Identify and describe how Christians follow Jesus' teachings (AT1); • Retell stories about Jesus and identify some religious beliefs in them (AT1); • Retell some of the experiences of St Francis (AT1); • <i>Identify what might be inspiring in the stories (AT2);</i> • <i>Respond sensitively to questions about who has inspired them, for example, to be thankful, to be generous or to be kind (AT2).</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • Describe a way a Christian might be inspired by a story from their faith (AT1); • Use religious vocabulary such as 'Lord' to describe who inspires Christians (AT1); • <i>Describe who inspires them, and say simply why (AT2);</i> • <i>Make links between their own ideas about being inspired and a religious idea (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.

- Ask the children to imagine themselves in 20 years time. Perhaps they will be a mum, or a dad. What kind of mum or dad would they like to be? Would they like to copy their own mums and dads? Copying someone else is a way of showing that we have been inspired. What other ways are there?
- Ask them to imagine that they could be like someone else, a hero. This could be someone religious, or who they have seen on TV, in the movies, doing sport, or in some other area. Who would they like to be like? Why?
- Ask the pupils to fill in an outline of a human shape on thin card. Write 'Inspiring' up the left arm and then get them to choose other words and pictures to show what inspires them about a person of their choice.
- Create a mobile of these outlines for classroom display.



Higher attaining pupils: To extend this work, ask pupils to consider significant figures from other faiths, for example the Prophet Muhammad (PBUH) or Moses, and reflect on the inspiration they offer followers.

UNIT TITLE: People in Christianity: *What can we learn from Jesus and St. Francis?*

Key Question: *What does the word 'inspiring' mean? Who is inspiring?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the words 'inspiring' and 'inspired'.</p> <p>To consider the idea that we are all inspired by other people sometimes.</p> <p>To think about whom we like, who we copy and who we look up to.</p>	<p>Being inspired: What's that?</p> <ul style="list-style-type: none"> • Create a list of heroes in movies that the pupils like. It might include Shrek, Buzz Lightyear, Simba the Lion King, Mr. Incredible, Monsters Inc. and so on. What do these heroes have in common? Why do people like them? How do we show who our heroes are? • Discuss with pupils the idea of being inspired: You could talk about copying someone else, admiring them, looking up to them. Get them to give examples of 'real world' heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these? • Focus talk on idea of 'inspiration' with pupils: What does it mean? Explain that in this unit of RE we are going to find out who St Francis was, how Jesus inspired him and why they are both an inspiration to millions of other Christians today. • The large scale of religious inspiration: Point out that Christians believe Jesus is real (not like the Disney heroes). People all over the world have been inspired by great religious leaders for many hundreds of years, in their millions (not like the 'heroes' on TV). 	<p><i>I can talk about heroes and inspiring people. (AT2 L1)</i></p> <p><i>I can use the word 'inspired' correctly. (AT2 L1)</i></p> <p><i>I can choose inspiring people of my own and give reasons for my choice. (AT2 L2)</i></p> <p><i>I can respond sensitively to inspiring stories. (AT2 L2)</i></p> <p><i>I can make links between inspiring people from different settings. (AT2 L3)</i></p>	<p><i>This work connects well to Literacy and PSHE. It affords many opportunities for well structured speaking and listening, and for social and emotional aspects of learning (SEAL). Good speaking and listening work is built into this unit, which can be done mostly through talk.</i></p>

Key Question: *Who was Jesus? Why is the story of his birth important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Jesus is special to Christians.</p> <p>To know that the things that Jesus said and did inspire Christians today.</p>	<p>Jesus inspired people. How does the story of his birth show this? (Choose two or more activities that suit the pupils' way of learning)</p> <ul style="list-style-type: none"> • Discover where a king might be born. Then introduce Jesus. • Use a children's Bible or storybook to tell the story of the birth of Jesus. Have a crib scene on display throughout. • Ask the pupils to retell the story. This could be done with plasticine figures, shadow puppets or finger puppets, using the crib scene in their performance. • Pupils could perform a Nativity play as a follow up. • Discuss the feelings of the characters involved in the story and the importance of Jesus. • Using a collection of Christmas cards, ask groups of pupils to sort them into those that are about Jesus/ the Christmas story and other Christmas things. Stress the importance of Jesus as the centre of the Christmas story for Christians. • Consider a range of artists' impressions of Jesus' birth. How do the artists show that Jesus is considered to be so important to Christians? What different techniques do they use (paths, light, size, etc)? • Pupils can then use the story cards to cut out scenes, sequence and talk about the story. Higher attaining pupils could complete a storyboard with pictures and writing. 	<p>I know that Christmas is a celebration of the birth of Jesus. (AT1 L1)</p> <p>I can retell the key details of the Christmas story. (AT1 L2)</p> <p><i>I can describe how a Christian might be inspired by this story. (AT2 L3).</i></p>	<p><i>The work on Jesus is designed to take more than one lesson.</i></p>

Key Question: *What did Jesus do that inspired people?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that the things that Jesus said and did inspire Christians today.</p> <p>To be familiar with some of the main actions and teachings of Jesus.</p>	<p>What sort of things did Jesus do during his life? How are these inspiring? Look in depth at the stories of the feeding of the five thousand and walking on water.</p> <ul style="list-style-type: none"> • 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? Explain that miracles are stories that have a huge 'wow' factor. Religious people see God at work in miracle stories. • Read and retell the story of Jesus feeding five thousand people with five loaves and two fishes. (John chapter 6 verses 1-33.) This story is immediately followed by the story of Jesus walking on the water which can also be used. • 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. Discuss what these events tell us about Jesus and how they might inspire people to follow him. • Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. The teacher, TA or an older pupil could 'take the hot seat' and answer questions from the children 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? • In pairs (use the strategy - think / pair / share, if you like) pupils can try to create acrostic poems on the word 'Inspire' or the word 'Following,' to show what they have learned. Share these in circle time. • Ask the children who would have been inspired by these stories to say thank you? Would people have been inspired to be generous, and to share? What has helped the pupils to be thankful or to share? • Create a little 'loaf and fish' drawing and ask each child to choose the names of two people who have inspired them, and write the names. Display them, and share a thankful moment. 	<p>I can retell the story of feeding the five thousand, one of Jesus' miracles. (AT1 L2)</p> <p><i>I can make links between the story and the way Jesus inspired people. (AT2 L3)</i></p>	<p><i>Links to Literacy (Communication). It is not difficult to use a voice recorder to catch children's poems, and it adds status and value to the work.</i></p> <p><i>Link: Patterns on the page, a Literacy poetry unit for Year 2.</i></p> <p><i>Model some acrostic poems first.</i></p> <p><i>Provide support with writing, if needed.</i></p>

Key Question: *What happened to Jesus?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that the things that Jesus said and did inspire Christians today.</p> <p>To be aware that Christians believe Jesus died on a cross and rose again.</p>	<p>What happened to Jesus? (Choose two or more activities that suit the pupils' ways of learning).</p> <ul style="list-style-type: none"> • Ask the pupils, individually, in pairs or in trios, to make Easter gardens using boxes, rocks, flowers, grass, water and crosses. Display the gardens and tell the story of Easter whilst looking at the gardens. • Use a simple version of the story to tell the story. Hot seat Jesus (Teacher in Role) at several of the key moments to find out more about how he might have felt. • Tell the story then retell the story, asking the children to use paper plates to express the happy and sad emotions throughout. Discuss things that make the children happy and sad in their own lives. Make collages of happy and sad times within own lives. • Make a jigsaw display of the events of Holy Week and find happy/sad faces to put next to each of the event. Discuss the results. Why happy/sad? • Discuss how Mary might have felt when she found Jesus outside the tomb and how the disciples felt when they saw Jesus again. • Use a story to help the pupils to understand the Easter concepts. Example: "The Donkey's Day Out" – Ann Pilling (Lion) "Haffertee's First Easter" – Janet & John Perkins (Lion) "Badger's Parting Gift" – Susan Varley (Collins Picture Lion) 	<p>I can retell the story of Easter. (AT1 L2)</p> <p><i>I can identify happy and sad times in my own life. (AT2 L2)</i></p>	<p><i>The work on Jesus is designed to take more than one lesson.</i></p>

Key Question: *Why do people follow Jesus today?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be aware that Jesus is important to people today.</p> <p>To ask questions and respond with respect and sensitivity to a member of the Christian faith.</p>	<p>Invite a Christian visitor into school to tell a favourite story about Jesus and say why this is special to them and how and why they follow Jesus today.</p> <ul style="list-style-type: none"> • Prepare the children for this visit by asking them to think of questions that they would like to ask the visitor. Perhaps tell a story of a Christian child (many resources offer this – see for example ‘My Christian Faith’ Rainbow Book, published by Evans). Ask children to think of questions they might ask the child in the story. • Prepare the visitor – ask them to choose a special story to share with the children about Jesus and (if possible) bring in something which children can look at and talk about which will help the visitor explain why Jesus is special to them and how and why they follow Jesus. What difficulties do they sometimes encounter? 	<p>I can talk about some interesting and puzzling questions I’d like to know about to do with Jesus. (AT1 L1)</p> <p><i>I can respond sensitively to things our Christian visitor says, noticing what matters to them. (AT2 L2)</i></p> <p><i>I can ask some questions and suggest some answers about how Jesus inspires Christians, and what inspires me. (AT2 L3)</i></p>	

Key Question: *Who was St Francis? What did Jesus inspire him to do?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know who St Francis was.</p> <p>To know that St Francis did the things he did because he was a Christian.</p> <p>To make links between beliefs and actions.</p>	<p>Focus on one or two Christians who have been motivated by their beliefs, ideally a Saint and a more contemporary figure e.g. Eric Liddel, Kris Akabussi, Mother Teresa. St. Francis is given here as just one example of a person motivated by their Christian beliefs.</p> <ul style="list-style-type: none"> Using a story sack/box with objects, such as map of Italy, toy knight, toy sword, money, toy food, priest's collar, etc, identify the "Person in the sack/box". Tell the story of St. Francis from a simple source such as the Lion book. Pick out key words/phrases. Ask specific and more open-ended questions to cater for all abilities, for example: <ul style="list-style-type: none"> "What do you think about...?" "How do you think St. Francis felt when ..?" "What do you think St. Francis would feel about ... today?" "What do you feel about ...?" Identify a number of questions to be answered after a second telling of the story to focus attention on key points/issues. Have key sentences telling the story typed up and cut up. Lower attaining pupils could sequence the story in pairs/threes. Additionally, have pictures of the story for non-readers or EAL pupils as extra clues. Other pupils could be given sentence stems to complete or key words to include in an account of the story. Higher attaining pupils could be given several different pieces of text about St. Francis and asked to use the different pieces of information to put together an account about St. Francis (either in written form or taped). Encourage them to look for things that appear in several texts and others that are only mentioned in one. Create a choral narration about St. Francis to reinforce the story. The teacher narrates a sentence at a time followed by the pupils creating 	<p>I can tell my friend three things that happened to St Francis. (AT1 L1)</p> <p><i>I can make links between Jesus' teachings and the things St Francis did. (AT2 L3)</i></p>	

	<p>a suitable sound and action each time.</p> <ul style="list-style-type: none"> Ask children to run the story of St Francis through their head like a video and pause it at what they think is the most important part of the story. They should then draw this scene on a 'TV Screen' and explain why they have chosen that part. They can write or talk about their decision. Pupils should be encouraged to share their ideas with the rest of the class. 		
<p>To know some of St Francis' main teachings and actions.</p>	<ul style="list-style-type: none"> Give the children a set of cards with things that St Francis did, before and after his conversion to Christianity, on them (words & visual prompts) e.g. built churches, cared for the sick, held parties. Groups of children sort the cards into things that were important to St Francis in later life and those that were not. Encourage discussion about why they are making these decisions. Next choose the two that they think are the most important from the 'after' conversion pile, again encouraging discussion about why they are making these choices. Why did St Francis behave as he did? Extension: Rank the 'after' cards from their own point of view, arguing their case if someone else in the group disagrees. Pupils come up and place the cards they have selected on a large sheet, grouping the same ones together, making a pictogram. Is there a clear winner? Can we work out what St Francis' key teachings were? How did being a Christian influence these teachings? Which of Jesus' teachings was he following? Identify and record. Where pupils are able, role play simple situations where people are being: selfish, hateful, angry, sad or lonely or/and use emotional cue cards. (E.g. will not let someone join in a game). Ask the children to imagine what St. Francis might have thought if he was here and if he stepped into the situation to help, what might he have said? Teacher or TA steps in as St. Francis and children shout out in a communal voice what they think St. Francis may have said. Discuss why St. Francis would have been unhappy. What were the things he put into practice? Refer back to cards. Re-enact role play situations with an ending that would have pleased St. Francis. Discuss why. Relate to situations pupils may have been in. Talk about what 	<p>I can pick out and talk about things that were important to St Francis after he became a Christian. (AT1 L1)</p> <p>I can pick out two things that were important to St Francis because he was a Christian. (AT1 L2)</p> <p><i>I can describe three things that Christians believe, and say what difference these beliefs made to the things St Francis did. (AT2 L3)</i></p>	<p>See "Drama Conventions Glossary" in Support Materials for detail on Communal Voice.</p>

	happened, how they felt and if they think they reacted in the best way. Why/why not? How might they have acted differently?		
To make links between St. Francis' teachings and modern day situations.	<ul style="list-style-type: none"> • Discuss different aspects of looking after the school environment (recycling/ not dropping litter/taking care of equipment/taking care of trees & plants) and then wider world. What advice would St Francis have given people? Why? • Higher attaining pupils could work with the teacher or TA to research one idea and produce a short presentation for the class or for assembly (linking to St. Francis' Prayer / Teachings) explaining the problems and suggesting ways in which we can help. • Pupils could produce posters to encourage care for the environment or one aspect of it to promote a theme such as "Not to Argue" etc. These could be displayed around the school. • Others may prefer to take a similar theme and write a poem. 	<p><i>I can talk about how to look after my world/be a better friend. (AT2 L1)</i></p> <p><i>I can suggest ways that we can look after our world/be better friends. (AT2 L2)</i></p> <p><i>I can suggest advice that St Francis would give for how to look after our world/ being a better friend. (AT2 L3)</i></p>	

Key Question: Who is inspiring for me? Who is inspiring for other children in my class?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be able to use the idea of ‘being inspiring’ as a way of thinking about the people who love us, and who we copy or follow.</p> <p>To express their own ideas about sources of inspiration in their own lives.</p>	<p>Inspiring family? Do we copy the people who inspire us?</p> <ul style="list-style-type: none"> • Talk with the pupils about the way their parents or carers show that they love them. This sensitive area needs careful handling, as all good classroom talk does. Give every pupil the chance to say what they are thankful for at home, in a small group. Don't forget grandparents and the wider family and family friends. You might collect lots of ideas from the pairs or trios in conversation. • Ask the pupils to imagine themselves in twenty years time. Perhaps they will be a mum, or a dad. What kind of mum or dad would they like to be? Would they like to copy their own mums and dads? Copying someone else is a way of showing that we have been inspired. What other ways are there? <p>Inspiring heroes? Do we want to be like our inspiring heroes?</p> <ul style="list-style-type: none"> • Ask pupils to imagine that they could be like someone else, who they have seen on TV, in the movies, doing sport, or in some other area. Be open to the pupils from religious families who may have inspiring religious leaders to talk about. • Who would they like to be like? Why? • Ask the pupils to fill in an outline of a human shape on thin card. Write ‘Inspiring’ up the left arm and then get them to choose other words and pictures to show what inspires them about a person of their choice. <p>Extending the work</p> <ul style="list-style-type: none"> • Talk about these figures in circle time. • Create a mobile of these outlines for classroom display. • Ask adults in school to do one as well – there could be an assembly on people who inspire us. • Think some more about Christians, and the ways they are inspired by their religious and spiritual leaders. Tell more stories in assembly if you can, and get the pupils to join in the story telling. Keep referring back to why Christians act as they do, trying to put beliefs into action. 	<p><i>I can name someone who is inspiring to me. (AT2 L1)</i></p> <p><i>I can recall the outline of a story of Jesus. (AT1 L1)</i></p> <p><i>I can retell a story of someone who inspired me. (AT2 L2)</i></p> <p><i>I can respond sensitively to the task of identifying my own ‘inspiring people’. (AT2 L2)</i></p> <p><i>I can describe how I have been inspired by a family member or a hero. (AT2 L3)</i></p> <p><i>I can describe what makes my inspiring person special to me. (AT2 L3)</i></p>	

