

YEAR 3 Unit A2 - The Christian Bible & stories of Jesus

Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Christianity programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

Enfield Agreed Syllabus 2007 - KS2 Christianity programme of study:

- **make connections between Jesus' teachings, events from his life, and the Christian belief that God is loving and forgiving** eg teachings: the Lord's Prayer; **parables: the Prodigal Son, the Lost Sheep**; events: **the Nativity**, Easter
- make connections between stories Jesus told and events from his life, and Christian beliefs that people should love and serve others eg the Good Samaritan; Jesus washing his disciples' feet
- make connections between how Christians celebrate Easter and the events in the last week of Jesus' life
- make connections between the Christian celebration of the Eucharist/Holy Communion and what Jesus said and did at the Last Supper
- **make connections between the Bible, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives**
- make connections between Christianity and other religions in relation to, for example, Jesus' teachings about loving God and loving others, which motivate individuals, Churches and Christian aid agencies (eg Christian Aid, CAFOD, TEAR Fund)
- make connections between the different traditions within worldwide Christianity and recognise similarities and differences eg forms of worship in the Catholic, Orthodox and Protestant traditions
- make connections between an awareness that there are Christians of many nationalities, races and cultures within Britain and around the world and their unity in the Church
- make connections between what the Bible teaches about God (Father, Son and Holy Spirit), and how this is expressed in worship and prayer, eg the Lord's Prayer, psalms, songs
- make connections between the commemoration, worship and teaching, which occur at Christian festivals, and the Bible
- make connections between the belief that service to others is service to God, (ie Jesus' commandment to love God and love your neighbour), and its implications for how Christians should respond to others
- **make connections between the Christian beliefs that humans are separated from God by sin, and that reconciliation is possible through repentance and forgiveness**

Teaching and learning should involve pupils in developing the skill of:

- **using specialist vocabulary in communicating their knowledge and understanding of Christian beliefs, teachings, practices and symbols**

Teaching and learning should involve pupils in using and interpreting:

- **a range of sources including the Bible**, stories from the Christian tradition, poetry, songs, **pictures, artefacts** and Churches, the media and the ICT/internet, **to gain knowledge and understanding of Christian beliefs, teachings and practices**

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>for Christians the Bible is a book of guidance for living</p> <p>the Bible includes many books by different writers and different types of literature written over a long period of time</p> <p>for Christians the Bible teaches about God</p>	<p>SESSION 1</p> <p>Whole class: We are going to watch a video made by children in an Anglican (that's a Christian) school. They are talking about what they, as Christians believe. Try to remember all the different things the children tell you about the Bible and why it is such an important book for them.</p> <p>Watch the video until the point when the preacher reads from the Bible. (You might wish to fast forward through the story of Mary Jones) The children tell us the Bible is "like a map." Pause it there.</p> <p>Brainstorm as a class 'What is special about the Bible for Christians.' Record answers on a flip chart or OHP in the form of a concept map/web.</p> <p>Return to the video. Stop after Chris Akabusi has said "God gives me a guiding hand...a guide to my life ...things I should and shouldn't do and it's really changed my life." Pause it there. <i>What does guidance mean?</i> <i>When do you need guidance? Who gives guidance to you?</i> <i>Who do you give guidance to?</i></p> <p>Individual activity: Each child copies out concept map/web from board on half of their page and on the other half writes about their own need for guidance/help: Guidance means..... I need guidance when.... When I need guidance I turn to... I give guidance to....</p> <p>Whole class: Return to the video and watch as far as the two great commandments, which the children tell us, are Love God and Love your neighbour (Do not show the story of the Good Samaritan because this will be used in a later unit of work.) Return to the brainstorm and see if the children have anything further to add to it.</p>	<p>Children:</p> <p>explain some of the reasons why the Bible is important for Christians</p> <p>reflect on and identify sources of guidance in their own lives</p>	<p>Teachers note: There may be Muslim children in the class. Muslims regard Jesus (Isa) as an entirely human Prophet and this belief should be respected. However it should be explained to the class that this unit is concerned with developing knowledge and understanding of Jesus from a Christian perspective.</p> <p>Resources: Video/DVD – Pathways of Belief: Christianity, The Bible</p> <p>Teachers' note: If the videotape is being used, it is suggested that teachers do not show or tell the story of the Good Samaritan in this lesson. It fits much better in Y5 (Exploring Christian values in the world today) where it exemplifies the Learning Objectives very well.</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>the Christian Bible has two main parts, the Old and New Testaments</p> <p>the New Testament includes stories Jesus told about God's love</p> <p>Jesus's stories are about the qualities God wants people to develop in their lives</p>	<p>SESSION 2</p> <p>Whole class: Recap children's work on guidance.</p> <p>Show the OHP cartoon picture of 'The Lost Sheep' <i>What does the sheep use to find the way?</i> <i>What other sorts of 'maps' are there to help people find their way?</i> <i>How can a book or a person help some people find the way?</i></p> <p>Tell the Christian parable of The Lost Sheep. This is a story told by Jesus. Christians read it in their Bible, in the second part called the New Testament.</p> <p>Conditions permitting, the whole class in pairs explore the qualities needed in a guide. eg in a trust game with one child guiding the other. Providing the environment is safe, one of each pair might have their eyes closed. If it is not possible for all to experience this activity, one or two pairs could demonstrate to the rest of the class.</p> <p><i>What sort of qualities did you need in your guide?</i> <i>What sort of qualities should a good shepherd have?</i> <i>This is a story which helps Christians understand God. What sort of God is this story describing?</i></p> <p>Start a vocabulary list on the board, flip chart or OHP.</p> <p>Individual activity: On a postcard children write about/describe a scenario to exemplify one of the words/phrases in the vocabulary list eg 'Comforting' is....having a hug from my Mum when I'm feeling sad.</p> <p>Whole class: Teacher projects and reads aloud the poem 'Footprints'. Pause (and cover up the text) before reading the last verse. <i>Why do you think there was only one set of footprints at the man's unhappiest times?</i> Think about the times in your life when you have been glad to have someone to look after you.</p>	<p>know that the Christian Bible is made up of two main parts, the Old and the New Testaments</p> <p>know that the Bible teaches Christians about God's love</p> <p>talk about some of the qualities of a good 'guide'</p> <p>give examples of what love and guidance means in their lives</p>	<p>Teachers' note: Three stories from the Christian New Testament have been chosen as content for this unit. Key Christian concepts exemplified by these stories include: The Lost Sheep – (Luke 15.4 – 7 & Matthew 18.12 – 14) A parable told by Jesus to show that every person is important to God</p> <p>Zaccheus – (Luke 19. 1 – 10) A story from the life of Jesus. Zaccheus was changed by his meeting with Jesus. He learnt that everyone can be forgiven and can be changed for the better.</p> <p>Prodigal Son – (Luke 15.11 – 32) A parable told by Jesus to show God's forgiveness and love even for those who have done wrong.</p> <p>Vocabulary to describe the God in the story of the Lost Sheep might include: Caring Loving Seeking Patient Always there for you Comforting Not giving up Close by Understanding Gentle</p> <p>Resources: Christian poem – Footprints (see Footprints in the sand PowerPoint presentation)</p>

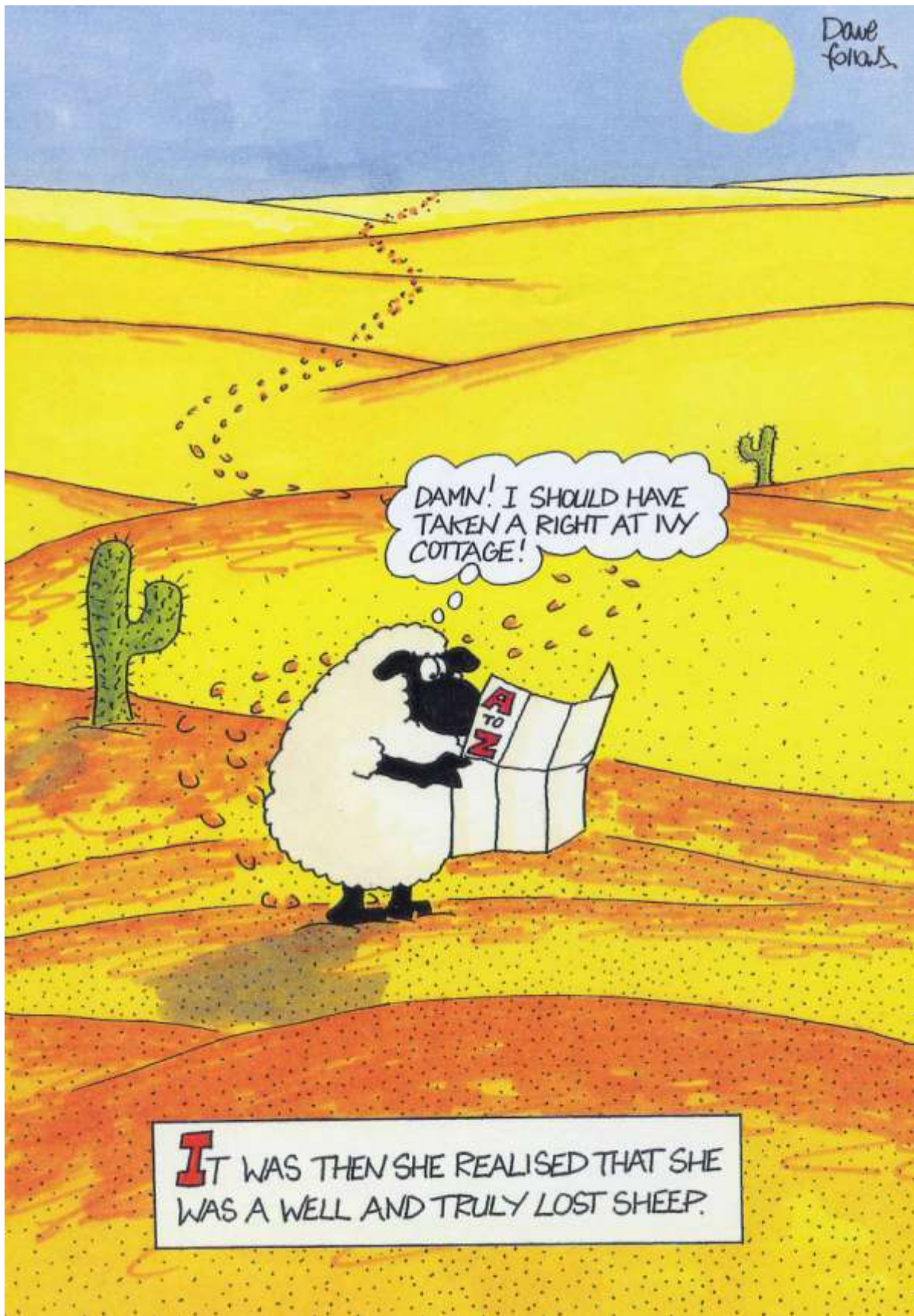
LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>Christians believe Jesus's parables teach people how to live their lives and treat others</p> <p>for Christians the story of Zaccheus is a story about how people can change for the better</p>	<p>SESSION 3</p> <p>Whole class: We heard a story last week, which Jesus told to show his listeners what God, is like. <i>What was the story called? What does it teach Christians about God? What do you think 'parable' means?</i></p> <p>This is the brainstorm we produced together. One of the reasons Christians believe the Bible is important is that it tells about the life of Jesus and what sort of person he was.</p> <p>Watch the video: C4 Stop, Look & Listen, Stories of Faith – Zaccheus.</p> <p><i>What sort of person was Zaccheus at the beginning of the story (as told on Stop, Look and Listen)? What are some of the phrases used to describe him? Eg small-hearted, mean, loved money more than people</i> <i>What big event happened in the village?</i> <i>Why did Zaccheus feel ashamed when he saw Jesus?</i> <i>How did Zaccheus change when he met Jesus?</i> <i>What did he do that shows he'd become big-hearted?</i> <i>What did Zaccheus's story make our storyteller do?</i> <i>What sort of things are small-hearted (self-centred/selfish) people interested in?</i> <i>What are big-hearted people like?</i></p> <p>Look up the words 'salvation' and 'transformation' in the dictionary</p> <p>Individual activity: Children are given cartoon pictures of key scenes from the story (before Zaccheus meets Jesus and his 'transformation' after their meeting) and have to add speech bubbles for Zaccheus, Jesus and some of the crowd.</p> <p>Optional additional activity: Children draw a small heart and write inside it what sort of person Zaccheus was at the beginning of the story. Then they draw a big heart shape and coming from it some of the examples of how Zaccheus treats others which show that he was transformed by his meeting with Jesus.</p>	<p>recount the key points of the story of Zaccheus</p> <p>give examples of how the meeting with Jesus changed Zaccheus</p> <p>explain what this parable teaches Christians about how they should treat others</p> <p>reflect on the idea that it is never too late to change for the better</p>	<p>Resources: Video/DVD:C4 Stop, Look & Listen, Stories of Faith – Zaccheus</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>Children should learn:</p> <p>Christians believe that God is loving and forgiving</p> <p>Christians believe that God will forgive people for what they have done wrong, if they are sorry</p> <p>the parable of the Prodigal Son teaches Christians that God is loving and forgiving and that people should love and forgive others in the same way</p>	<p>SESSION 4</p> <p>Whole class: Tell the story of the Prodigal Son from the father's point of view. Then the teacher takes the hot-seat in order to explore why the father took his son back. (See examples in Points to Note)</p> <p>After the hot-seating ask the children some key questions about the story: <i>How would you feel if you had always been good (so no one notices how good you are anymore) and then someone else who is always naughty does one good thing and has a lot of fuss made about them? Would you feel it was unfair? But have you lost something just because the naughty child has gained something? What sort of father is the father in the story? (loving, forgiving, fair)</i></p> <p><i>If someone who has done something bad reads this story, why do you think this might make them feel better? What might the story encourage them to do?</i></p> <p>This is another story Jesus told to help people understand God. Now that you've heard the story of the Prodigal Son and the story of Jesus meeting Zaccheus, what other descriptions of what Christians believe God is like can we add to the list we started in Session 2 after hearing the story of the Lost Sheep?</p> <p>Class adds to vocabulary list.</p> <p>Group activity: Each group has written on card the brief scenario for a situation in daily life where someone has done something wrong and needs to show (not just say) that they are sorry. In groups the children discuss their case study and decide on possible answers.</p> <p>eg fighting over not wanting to share a book or pencil Name calling Not letting a new pupil join in a game of football Making a mess in the house</p> <p><i>How can you show that you are sorry?</i></p>	<p>Children:</p> <p>talk about what the story of the Prodigal Son means for Christians</p> <p>give meanings for some of the terms Christians use to describe God</p> <p>talk about what it feels like to be forgiven</p> <p>give examples of how people can show they are sorry for doing wrong</p>	<p>Teachers' note: Hotseating questions ought to include: <i>Why did you forgive him? Why have you taken him back? How did you feel when he asked you for the money and left? Did you think about your son when he was gone? What was your other son doing meanwhile? Why did you give your son what he asked for? Why did you throw a party when he came home, after all that he had done wrong? Did you think about how your other son would feel when you forgave your younger son? Did you prefer your younger son?</i></p> <p>The teacher might choose to have primed some children to ask some of these questions if they do not arise spontaneously.</p> <p>Vocabulary list (continued): Forgiving Consistent Patient Ever-loving</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>the Bible teaches Christians about the life of Jesus</p> <p>for Christians, Jesus is both human and divine</p>	<p>SESSION 5</p> <p>Group activity: Quiz – what do you already know about Jesus? The teacher and class read aloud the questions then the groups discuss their answers (and one child scribes on a prepared quiz sheet).</p> <p>Jesus was born... years ago! In a town called.....? His parents' names were....? Christians tell the story of Jesus's birth every year at.....? Can you remember another story about Jesus? Can you remember a story Jesus told?</p> <p>Show the children on a globe whereabouts in the world Jesus lived and relate that country today to countries where some of the children in the class come from eg Turkey, Cyprus, Egypt</p> <p>Show the class a range of pictures of the Nativity eg classical Renaissance European contrasted with a contemporary painting of an Asian or Black nativity</p> <p><i>Who do you see in these pictures?</i> <i>What are the clues that show this is a special baby?</i></p> <p>Using an enlarged text the teacher models reading of a short Bible passage which is an account of the birth of Jesus and the visit of the shepherds (Luke 2.1 – 2.20)</p> <p>Together the class and teacher highlight the text to show</p> <p>a) clues that Jesus was human b) clues why Christians believe Jesus was divine, from God</p>	<p>recall key events in the story of the birth of Jesus told in the Bible</p> <p>recount one of Jesus's parables</p> <p>identify some ways in which Christian paintings and texts show that Jesus was 'special'</p> <p>suggest reasons why Jesus does not look the same in all paintings</p>	<p>Teachers' note: Christians believe that humans are made in God's image and that God/Jesus is reflected in every human being.</p> <p>Clues in Luke 2.1 – 2.20 which suggest that Jesus was:</p> <p>a) human – a little baby with parents, homeless, born in a stable because there was nowhere else to stay b) divine - angel announcing the birth of a Saviour, a great light shining around the shepherds, angels praising God</p> <p>Resources: Posters – Jesus Worldwide, CEM</p> <p>Contemporary Christmas cards published by Christian charities/Aid agencies eg TraidCraft, Christian Aid</p> <p>Globe/world map</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>stories about the life of Jesus are in the Christian Bible</p> <p>Christians describe Jesus as the 'light of the world' because he shows the way to God</p> <p>Christians believe Jesus was sent by God to show people what God is like</p>	<p>SESSION 6</p> <p>Whole class: Watch the video Pathways of Belief: Christianity – Jesus And either fast forward through each of the personal testimonies or stop entirely just before 'Andrew's story.' The children should be warned in advance to listen out for some of the things said about Jesus by the narrator.</p> <p><i>How did the narrator say Jesus probably looked? The Bible does not say what Jesus physically looked like. What is more important than the way a person looks? What sort of things does the Bible say about Jesus? What are some of the things the narrator says about Jesus and why he's important to Christians?</i></p> <p>Refer to the concept map/web created in the first session ("For Christians the Bible is..."). Now create on the board a similar one with the phrase in the middle "Christians believe Jesus is important because...." And use the children's answers from the discussion you had after watching the video.</p> <p>Individual activity: Children have a prepared worksheet:</p> <ul style="list-style-type: none"> • One of the stories Jesus told shows Christians how to live... • Christians believe Jesus was sent by God to explain to people that God is... • For Christians Jesus is..... This box should be illustrated using symbols that Christians use when they talk about Jesus eg as a guiding light shining in the darkness 	<p>identify some Christian beliefs about Jesus</p> <p>suggest meanings for Christian symbols of light</p> <p>know that the stories about the life of Jesus are in the Christian Bible</p> <p>retell some events from the life of Jesus contained in the Bible</p>	<p>Resources: Pathways of Belief: Christianity – Jesus.</p> <p>Teachers' note: Teachers should watch this video in advance of the lesson. The sections dramatising the life of Jesus are useful but teachers may feel that the personal testimonies in the latter part of the programme are unsuitable for use in a non-denominational school.</p> <p>The narrator says Jesus is important because:</p> <ul style="list-style-type: none"> • He's a guiding light shining in the darkness • He was sent by God to tell people what God is like • He shows people how to live • When Jesus was with people they felt that God was with them • He taught people that God cares for people whoever they are and forgives them for things they have done wrong

Dave
foras



IT WAS THEN SHE REALISED THAT SHE WAS A WELL AND TRULY LOST SHEEP.

Footprints in the Sand

One night a man had a dream
he dreamed he was walking along the beach with the LORD.

Across the sky flashed scenes from his life.
For each scene, he noticed two sets of footprints in the sand;
one belonged to him, the other to the LORD.

When the last scene of his life flashed before him,
he looked back at the footprints in the sand.

He noticed that many times along the path
of his life there was only one set of footprints.

He also noticed that it happened at the very
lowest and saddest time in his life.

This really bothered him and he questioned the LORD about it.

“Lord, you said that once I decided to follow you,
you’d walk with me all the way. But I have noticed that during the most
troublesome times in my life there is only one set of footprints.

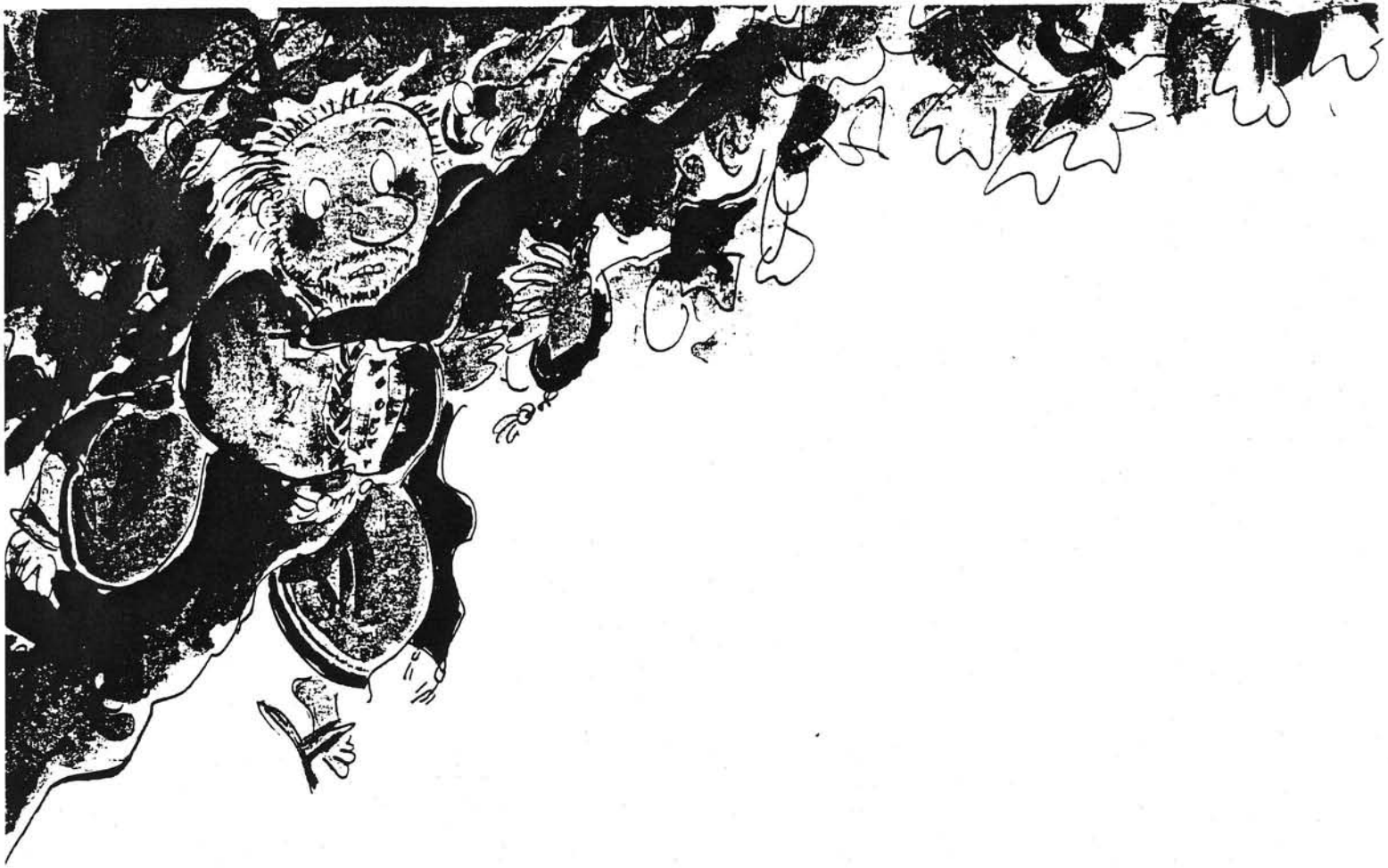
I don’t understand why when I needed you most you should leave me.”

The LORD replied, “My precious child, I love you and I would never leave you.

During your times of trial and suffering,
when you see only one set of footprints,
it was then that I carried you.”



by Mary Stevenson







FOR CHRISTIANS JESUS IS

<p>One of the stories Jesus told is.....</p> <p>This story teaches Christians</p> <p>An important part of this story is when.....</p>	<p>Christians believe that Jesus was sent by God to explain to people that God.....</p>	<p>For Christians Jesus is.....</p>
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