

Unit title	Year	Background notes
How do Christians try to follow Jesus' example?	6	<p>In this unit, pupils will explore how Christians and Christian groups have tried to follow in the footsteps of Jesus of Nazareth. Two episodes in the life story of Jesus will be used as a basis for exploration. Pupils will also be given the opportunity to identify what the priorities are in their own lives. The unit ends with a research project on charities with Christian origins.</p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key Questions	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
Who sets us an example and how do we set an example for others to follow?	<p>'Doing the right thing': the right/ wrong ways to behave</p> <p>Values to live by</p> <p>Being an example for others/being a role model</p>	<p>I can link what I and other people think are right and wrong with how we think and behave (Level 3)</p> <p>I can understand that different choices are based on different beliefs and values (Level 4)</p> <p>I can identify the values and commitments that are important to me and others giving reasons for their importance (Level 5)</p>	<ul style="list-style-type: none"> Brainstorm the important 'lessons for life' which the children feel they have learnt. Eg. how to speak to/treat others, to say sorry for things they have done wrong, how to care for pets, how to care for the environment Discuss how they learnt these lessons eg. from parents/teachers telling them how to behave, from posters in public places telling them how to behave, from stories read in school, from other people setting an example/being a good role model of how to behave. Take 5 key 'lessons for life', write each on a card and ask each pupil to prioritise the cards in the Diamond 5 shape and identify how s/he learnt those lessons Share the results with a partner. Are your priorities different from your partner's? In the whole class, see if there is any agreement about the most important diamond. Hear reasons why the different children have chosen their top one. Are there any lessons that have been missed out? Discuss how the children might set examples/act as role models for others, perhaps younger siblings or pupils, to learn lessons for living 	Diamond 5 base sheet and cards

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<p>What 'lessons for life' did Jesus teach and how did Jesus set an example for others to follow?</p> <p>How can we summarise Jesus' example of the right way to live?</p>	<p>Teachings and authority of Jesus</p> <p>Religion and the individual: what is expected of a Christian following Jesus' example</p>	<p>I can describe what a Christian might learn from Jesus' stories and sayings, found in the Bible (Level 3)</p> <p>I can show how Christian beliefs and Jesus' teaching might affect how Christians live their lives (Level 4)</p> <p>I can describe and explain some of the challenges of being a committed Christian (Level 5)</p>	<p>If used as an assessment task, see separate sheet.</p> <ul style="list-style-type: none"> • Identify the 'lessons for life' taught by Jesus and discuss the way in which he taught people <ul style="list-style-type: none"> - through sayings: eg. The Sermon on the Mount (Matthew chapter 6) 'Blessed are the peacemakers' v9 'Blessed are the merciful' v 7 Judging others (Matthew chapter 7) - through stories/parables: eg. The Good Samaritan (loving your neighbour) (Luke chapter 9: v29-37) The Lost Son/Coin (everyone is important to God) (Luke 15 v. 11-24/Luke 15 v 8-10) - through actions: eg. the story of Zacchaeus (Luke chapter 19 v1-10) teaching his disciples to pray (Matthew 6 v 5-14) • In pairs/small groups, pupils take one of the above examples to read and then present the message as a role play/poster/collage to the rest of the class. • As a class, pupils summarise Jesus' 'lessons for life' and the ways in which he presented an example for others. This could be done visually through a series of pictures and captions. • Pupils should discuss and classify those teachings which would be easy and those which would be difficult to follow. 	<p>Copies of the sayings, stories/parables, and actions of Jesus, either in Bibles or printed on cards</p> <p>Materials for a collage for the final activity</p>

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<p>How might the story of Jesus overturning the moneychangers' tables affect how Christians live their lives today?</p>	<p>Respect for a place of prayer/worship</p> <p>Justice not cheating others by over-charging</p> <p>Anger at the lack of respect for a place of worship/at the cheating of the traders</p>	<p>I can describe what Christians might learn from the story of Jesus overturning the moneychangers' tables (Level 3)</p> <p>I can show how Christian beliefs about Jesus and his actions affect the lives of Christians (Level 4)</p> <p>I can understand that peoples' beliefs and values affect the moral choices they make (Level 4)</p> <p>I can identify the values that are important to me and give reasons for their importance (Level 5)</p>	<ul style="list-style-type: none"> • Share times when they have been angry. How did they express their anger? Draw a distinction between being angry because of something that is not your fault (eg someone calling you names) and between things that affect others (eg seeing a display of children's work which someone has damaged deliberately, or cruelty to animals) • Explain that Christians remember a story in which Jesus showed anger because of what was happening in the Temple in Jerusalem – a lack of respect for a place of prayer and the fact that the moneychangers were cheating the people by overcharging. Tell the story and ask what sort of anger Jesus was expressing. Why didn't he ask the people to stop what they were doing before turning over the tables? What was the meaning of Jesus' words? What does the story tell Christians about Jesus? • Imagine situations today which might make a Christian angry because they go against Jesus' teaching. If pupils cannot think of better examples, they could think about a Christian visiting a church building and finding something there that made him/her angry eg someone talking loudly on a mobile. In pairs, develop the situation and say how a Christian might react or act out the scene. Reflect on and discuss the best way/the most effective way to act in the situation. Record responses in writing or pictures 	<p>Matthew's Gospel 21:12-13/ Mark's Gospel 11:11-18</p> <p>Scholastic Curriculum Bank, Bk 2, pp56-57</p>

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<p>How might the story of Jesus telling a man to sell all his possessions affect how Christians might live their lives today?</p>	<p>Authority: the authority of Jesus and his teaching for Christians</p> <p>The links between personal beliefs and values</p>	<p>I can link what I and others think are right and wrong with how we think and behave (Level 3)</p> <p>I can show how the beliefs about Jesus and his teachings might affect the way Christians live their lives (Level 4)</p> <p>I can understand that different choices are often based on different beliefs and values (Level 4)</p> <p>I can begin to identify the values that are important to me and give reasons for their importance (Level 5)</p>	<ul style="list-style-type: none"> • Show a selection of sayings about wealth and possessions. Which ones seem most true to their experience? What are the meanings of the sayings? Choose one of the sayings and write why it sounds true to them. Then pupils can generate their own 'wise sayings' about wealth and possessions that can be displayed in speech bubbles in the classroom (on a 'wall of wisdom'?) • Tell the New Testament story of Jesus meeting a rich young man. Imagine that you have just heard Jesus give his response/teaching about selling possessions and finding treasure in heaven. In pairs, one person must explain what they heard Jesus say. The other person could be in role as a rich person who loves his/her possessions. Show the role play and see whether the rich person changes after hearing about how Jesus responded to the rich young man • Draw a poster or collage using images that contrast material wealth with other kinds of riches eg limousines and mansions with images of love, friendship or heaven • Discuss with the pupils the images which are most important to them – there will probably be a mixture of material possessions and values such as love and friendship. • Invite a Christian to come into school to speak to pupils about how s/he tries to put Jesus' teaching into practice in their own lives. 	<p>Matthew's Gospel 19:16-26 (Compare Jesus' saying in the Sermon on the Mount: Matthew 6:19-21)</p> <p>Retelling of this story in: <i>Bible Stories for Classroom and Assembly: The New Testament</i> by Priestley & Horton, pp109-112 (RMEP ISBN 0900274549)</p>

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<p>How does the work of some organisations exemplify Christian beliefs?</p>	<p>Charity: putting beliefs into action</p> <p>Values</p>	<p>I can use religious words to describe Christian beliefs and values and how Christians try to put their beliefs into action through charity work (Level 4)</p> <p>I can describe and explain some Christian commitments and challenges and how these have led to the setting up of charities by individuals and groups (Level 5)</p>	<ul style="list-style-type: none"> • Imagine that there is a children’s charity. It is set up by a Christian organisation. What would the charity try to do for children? What values would the charity have? Refer to Jesus’ teachings discussed in section 2 Share ideas • Look at a picture of a statue of Dr Barnardo in Barkingside and discuss what impressions it gives of his life • Listen to the story of Dr Barnardo and how the charity began. This is shown on the website. Look at the vision of the charity from the website - ‘that the lives of all children and young people should be free from poverty, abuse and discrimination’ - and discuss how this reflects Christian teachings • Either research a Christian charity - eg Christian Aid, Tearfund, Help the Aged, The Children’s Society, Oxfam - using ICT and make a presentation to the class. This could lead to supporting a charity/ies in some way • Or working in a group, create a charity of your own which reflects Christian values. Invent a name and write a vision statement for the charity. Create a poster and leaflet for the charity explaining how and why it was set up, showing what it is for and saying how people can help 	<p>See Ragged School Museum website www.raggedschoolmuseum.org.uk/</p> <p>See Barnardo’s website in list below</p> <p>See list of websites below</p> <p>Christian Aid video – We’re Changing Our World</p>