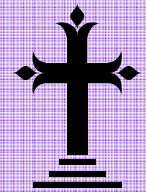


CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



<p>What this unit contains</p>	<p>Further details about the life and ministry of Jesus linked to the story in the Bible. Jesus' friends and followers. The story of Zacchaeus and how Jesus showed him the way to live. Jesus' death and resurrection.</p>		
<p>Where the unit fits and how it builds upon previous learning</p>	<p>This is the fifth Christianity unit and the last for Key Stage 1. The unit introduces pupils to the Christian belief that Jesus' teaching changed people's lives.</p> <p>The unit uses friendship as a theme to introduce children to the friends of Jesus. Pupils are introduced to Jesus' disciples and are encouraged to explore their own thoughts and feelings about friendships in and out of school. They consider how Jesus changed people's lives through the story of Zacchaeus. They also find out how Jesus' friends ran away when he was in trouble.</p> <p>This unit introduces pupils to the incidents surrounding the end of Jesus' life and his resurrection. It is best placed in the second half of the Spring term.</p>		
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Consider why Jesus chose fishermen to be his disciples. ➤ Reflect on how Jesus' friends felt when they ran away in Gethsemane. 		
<p>Vocabulary</p> <p>Christian Jesus disciples</p> <p>tax collector deny Peter</p> <p>Zacchaeus cheat change</p> <p>friend Gethsemane Fisherman</p>	<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ The need for rules in life and why they are important for belonging to the school community. ➤ The need to be accountable when doing some jobs. 		

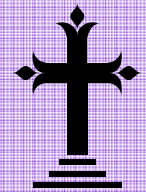
CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ consider the qualities that make someone a friend; ➤ decide what being a friend means to them. 		<p>√</p> <p>√</p> <p>√</p>	<p>Discuss what makes a good friend. Explore a story that illustrates friendship. Were the characters in the story good friends or not? Why?</p> <p>Brainstorm a class list of good and bad qualities for a friend. Share examples of times when children have been good friends to each other. Discuss how hard or easy it can be to make new friends.</p> <p>Complete short response sheets about friendship, e.g. 'I am a good friend because...' or 'A good friend should...'</p>	<p>Resources Story about being a good friend e.g. Farmer Duck, Joy Martin Waddell, My Best Friend by Pat Hutchinson, Rainbow Fish or One Snowy Night</p> <p>Short response sheets e.g. 'I am a good friend because...'</p>

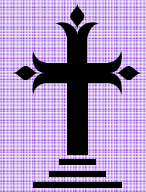
CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 2

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus chose special friends, (disciples) to be his helpers; ➤ know that these people all left their families and jobs to follow Jesus; ➤ consider items the friends might have taken with them on their travels with Jesus. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>Recall what is already known about Jesus (e.g. his birth - unit 1) and explain that when Jesus grew up he knew he wanted to tell people about God.</p> <p>Explain that Jesus had 12 special friends who travelled with him.</p> <p>Read the story of Jesus and the fishermen explaining how Jesus called them to travel with him. You might watch video footage showing Jesus with his friends, e.g. The Miracle Maker.</p> <p>On bag shaped paper, either write or draw three things you would have taken with you if you were one of the fishermen going off to follow Jesus and had time to rush home or write a note to your family explaining where you are going and why.</p>	<p>Resources Badger R.E KS1 Teacher Book Pp22-25 Luke 5: 1-11 Video: The Miracle Maker 'People Jesus Met' by Cole and Lowndon, pub. Heinemann</p> <p>Bag-shaped paper</p>

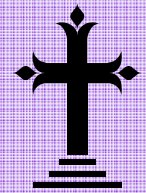
CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 3

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ understand that people dislike someone who behaves selfishly; ➤ know how a visit from Jesus changed the life of Zacchaeus; ➤ know that Christians believe that God cares for people even when they behave badly; ➤ know that Jesus made friends with even the most unpopular people in society. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Using topical examples or a story talk about how difficult it is to like someone who is selfish and a cheat.</p> <p>Tell the story of Zacchaeus the tax collector. Jesus and the disciples met him as they travelled around. Discuss why Zacchaeus didn't have friends at the start of the story.</p> <p>Collect a list of words to describe Zacchaeus' personality and feelings or 'hot seat' as characters from the story. Why did Jesus choose Zacchaeus to be his friend? Make a class list of ways in which Zacchaeus had changed by listening to Jesus (before and after).</p>	<p>N.B. Health and safety children should know that climbing trees can be dangerous Luke 19: 1-10</p> <p>Resources Story of Zacchaeus, e.g. the version found in 'Re-Tell Stories Volume 4' South London Multifaith & Multicultural Resources Centre.</p>

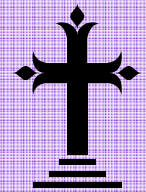
CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 4

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that people follow rules to tell them how to behave; ➤ know that Christians believe that Jesus showed people how to live their lives; ➤ know that Christians read the Bible to find out how God wants them to live their lives. 	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Talk about rules in school that tell people how to behave. Discuss several school or class rules and decide why they are important for belonging to the school community.</p> <p>Talk about other rules that people follow, e.g. the Highway Code. What might happen if people didn't follow the rules?</p> <p>Recall the story of Zacchaeus How did God want Zacchaeus to live his life? What might be some of God's rules? Explain that for Christians stories like this in the Bible tell them how to behave today. Write down a rule / behaviour that God wanted Zacchaeus to follow.</p> <p>Write 'sorry' notes / letters from Zacchaeus to those he had cheated.</p>	<p>Resources Provide appropriate writing frames for pupils in the class.</p> <p>Badger RE KS1 Teacher Bk 1 Pp 29, 31</p>

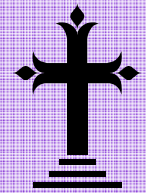
CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know some of the events which led to Jesus being arrested; ➤ know that Jesus' friends were frightened and ran away from him when he was in trouble. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p></p> <p>√</p> <p>√</p> <p>√</p>	<p>Explain that when Jesus travelled around for several years teaching and helping people he made enemies as well as friends (e.g. some people were jealous of his popularity; he didn't fight off the Romans)</p> <p>Tell the story of what happened in the Garden of Gethsemane. Why did the disciples disappoint Jesus when they went to sleep?</p> <p>Role-play how people sometimes behave if their friends are in trouble. (e.g. run away; tell lies to keep out of trouble). Explain that Jesus' friends all ran away when Jesus was taken prisoner. How do you think Jesus felt? How do you think the disciples felt?</p> <p>Make speech bubbles telling what the disciples might say to Jesus to explain their behaviour. Display these in class.</p>	

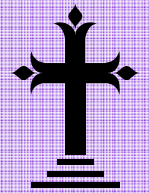
CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know that Jesus was executed but that Christians believe that he came back to life three days later; ➤ know that at Easter hot cross buns help people to recall the story. 	<p>√</p> <p>√</p>		<p>Continue the story to tell how Jesus was executed and buried but that Christians believe that Jesus rose again on Easter Sunday. Talk about the feelings of the disciples on both days.</p> <p>Explain that it is traditional to eat hot cross buns and ask pupils what they symbolise. Share hot cross buns as a class.</p> <p>Assessment Task On hot cross bun shaped paper in each of the four sections write something different that you know about Jesus and Easter.</p>	<p>For Assessment Levels see next page</p>	<p>Resources Easter Story Hot cross buns Hot cross bun shaped paper</p>

CHRISTIANITY KS 1 Unit 5: Jesus' life: friends, enemies, life, death & afterwards



Unit 5 Session 6

Assessment Levels:

Level 1

Attainment target 1

Pupils use some religious words & phrases to name features of religious life & practice. They can recall religious stories & recognise symbols & other forms of religious expression.

Attainment target 2

Pupils talk about experiences and feelings, what they find puzzling & what is of value & concern to themselves others.

Level 2

Attainment target 1

Pupils use religious words & phrases to identify some features of religion & its importance for some people. Pupils retell religious stories. Suggest meanings for religious actions & symbols.

Attainment target 2

Pupils ask, & respond sensitively to, questions about their own and others' experiences & feelings. They recognise that some questions cause people to wonder are difficult to answer.

Level 3

Attainment target 1

Pupils use developing religious vocabulary to describe some key features of religions. They make links between beliefs & sources, including religious stories & sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

Attainment target 2

Pupils ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values & commitments, and their own attitudes and behaviour.

