

Year 4 Unit 3: JESUS THE TEACHER
Title: How do we know what Jesus taught?

Week 1

Learning Intentions:

AT1: To know that Jesus' teachings have been recorded in the four Gospels.

AT2: To consider how we recall events from the past.

Assessment:

AT1 L3: I can describe the important belief Christians have in the Bible as the Word of God.

AT2 L3: I can think about what events from the past my family and I consider to be important and why.

Key Words:

Gospels
John
Luke
Mark
Matthew
source
word of mouth

Resources:

Bibles – Good News or Children's NIV
RE:Quest website or CD – *History – Jesus in history*
Storykeepers: Programmes 1 & 2 (Lesson 1) – (available on CD rom)

NB: This Unit on Jesus the Teacher (8 weeks) runs into Unit 4 on Easter (2 weeks).

NB: The earliest Gospel – probably Mark – was written around AD60 and Luke and Matthew used Mark's Gospel and their own eye-witness accounts to write their Gospels. People learned to listen carefully and pass on information accurately before the days of printing and ICT.

Activities:

- Introduction: Play the game *Chinese Whispers*. Discuss with pupils how the message is passed along but sometimes gets changed as time moves on.
- Discuss with pupils how we find out about what has happened in the past. Sometimes things are passed down through the generations but often things are written down and that is how we know accurately what happened in the past.

- Discuss why we sometimes get different versions of the same story eg. the story teller has different motivations and thinks different things are important to remember and retell. Recall a recent playground incident where two versions of the same story were given.
- Ask pupils to consider how we know what Jesus did and the stories he told. How did the stories get passed around? Who wrote them down? Why are some stories different? Why were all these stories written down? Look at the RE:Quest *Jesus in history – Eyewitness account* page as this helps with the history of the Gospels and *Have the stories been changed?* Ensure pupils understand the importance of the Bible as the Word of God for Christians - that Christians believe God speaks to them through the words of the Bible. (AT1)
- Pupils can recall and record an important story or event about themselves when they were younger – too young to remember - that they have been told by someone in their family. This special event has been preserved by word of mouth and can now be written down. Encourage pupils to think why such events are important/significant for them. (AT2)

Year 4 Unit 3: JESUS THE TEACHER Week 2
Title: How did Jesus' teaching spread? Parable of the Sower

Learning Intentions:

AT1: To know that people heard and responded to Jesus' teaching in different ways.

AT2: To think about listening and how important it is.

Assessment:

AT1 L3: I can describe what a parable is.

AT1 L4: I can describe the parable of the Sower and explain how it teaches people to listen to God's word.

AT2 L3: I can identify a time when I have (not) listened well and (not) responded.

AT2 L4: I can describe what the consequences were of (not) having listened and (not) having responded well.

Key Words:

parable

Resources:

Bibles – Good News or Children's NIV

Key passage: Luke 8:4-8 and 11-15

RE:Quest – *Life and Teachings of Jesus – The Sower*

Storykeepers: Programme 3 (available on CD rom)

Activities:

- Explain to pupils that a parable tells an imaginary story to illustrate a moral or spiritual point – it's a story with a deeper meaning, a little like Aesop's Fables. (AT1)
- Read the Parable of The Sower in Luke 8:4-8 and verses 11-15 or read the version on RE:Quest or watch StoryKeepers. Explain that God is like the

sower, and we are like the different types of soils. This parable could be renamed as 'The Parable of the Soils'. (AT1)

- Explore the ideas represented by the different types of soil. The soils represent us and the importance of listening and doing as you are told. Discuss phrases such as, 'In one ear, out the other'; 'No staying power'; 'Too busy enjoying yourself' - and what they really mean. (AT2)

- Pupils can illustrate their understanding by answering 4 questions: (AT1)
 - The seeds that fell along the path stand for those who...
 - The seeds that fell on rocky ground stand for those who ...
 - The seeds that fell among thorn bushes stand for those who ...
 - The seeds that fell in good soil stand for those who ...

- Which soil best describes you? Pupils can respond by describing 'An example of when I am good soil and listen well....' 'An example of when I am bad soil and don't listen well...'. (AT2 L3)

- Some pupils will be able to relate this more closely to the parable and be able to talk about the consequences. (L4 AT2)

Year 4 Unit 3: JESUS THE TEACHER Week 3
Title: Who is my neighbour? Parable of The Good Samaritan

Learning Intentions:

AT1: To know that Jesus taught we should love everyone, not just those who love us.

AT2: To think about how I treat others, especially those I don't get on with.

Assessment:

AT1 L3: I can describe how the Parable of the Good Samaritan shows how Christians should treat one another.

AT1 L4: I can show how this influences not only belief but behaviour of Christian believers and organisations eg. Christian Aid.

AT2 L3: I can identify what I believe about how I should treat others.

AT2 L4: I can describe the impact of mistreating others on the wider community eg. our school.

Key Words:

immigrant

outcast

parable

Resources:

Bibles – Good News or Children's NIV

Key passage: Luke 10:25-37

RE:Quest – *Life and Teachings of Jesus – The Good Samaritan* plus suggested activities and quiz

Storykeepers: Programme 3 (available on CD rom)

Activities:

- Recap last week's lesson and recall what a parable is - it is an imaginary story with a deeper spiritual meaning. (AT1)
- Read the Parable of the Good Samaritan from Luke 10:25-37 or follow the story on the RE:Quest website or watch StoryKeepers. (AT1)
- Why did Jesus tell this parable? What does it tell us about what Christians believe and how they should behave towards to others, especially immigrants and outcasts? Follow the RE:Quest suggested activities for KS2 using the

Action page and resources – find examples of Christian charities that put Jesus' teaching into action by serving outcasts and those on the edge of society. (AT1)

- Consider the impact of Jesus' teaching about loving our 'neighbours':– How does this mean we should behave and treat one another? How should we behave towards people we don't like? Pupils may be able to give examples of when they have had to go against the grain and show love and respect when secular society says leave those on the edges where they are. Read John 15:12 and recap Jesus' teaching, 'Love one another as I have loved you'. This is often mis-quoted as 'treat one another as you would like to be treated' when there are in fact big differences! (AT2)

Year 4 Unit 3: JESUS THE TEACHER Week 4
Title: Shouldn't we have mercy? Parable of the Unmerciful Servant

Learning Intentions:

AT1: To know that Jesus taught we should show kindness in return for God's mercy (kindness) to us.

AT2: To reflect on what it means and feels like to be forgiven.

Assessment:

AT1 L3: I can use religious language to talk about forgiveness.

AT1 L4: I can explain why Christians believe it is important to forgive one another.

AT2 L3: I can identify what I think about being forgiven.

AT2 L4: I can apply my ideas to my own life and experiences and those of others.

Key Words:

mercy – when God does not give us what we deserve (punishment or separation from Him)

Resources:

Bibles – Good News or Children's NIV

Key passage: Matthew 18:21-35

RE:Quest – *Life and Teachings of Jesus – The unforgiving debtor and What Christians believe about... forgiveness*

Storykeepers: Programme 3 (available on CD rom)

Activities:

- Reflect on all the good things we have and all the kindness done to us. Pupils may be able to share examples of when they have been treated with kindness beyond their expectations. (AT2)
- Ask pupils to discuss the idea of forgiveness. Should you always forgive someone, whatever they do, even if they don't ask for forgiveness? In groups, give pupils some scenarios that detail crimes, some of which may be difficult to forgive, such as *stealing, murder, telling tales, lying* etc. Pupils should give their reasons for and against forgiveness. (AT2)
- Read the parable of the Unmerciful Servant in Matthew 18:21-35 or watch the video on RE:Quest or StoryKeepers. (AT1)

- Discuss the key ideas in this parable. Discuss Jesus' teaching to love one another because we are first loved by God (John 15:12). How does this parable teach us about what God is like? How can this parable teach us about forgiveness – the question asked at the beginning of the story? Has this parable changed our thinking about forgiveness at all? (AT1)
- Explain that Jesus' teaching about a God of mercy means that God gives and forgives even though we don't deserve it. Pupils may also share times when they have been forgiven. (AT1/2) (NB We focus on forgiving others in Week 7.)

Year 4 Unit 3: JESUS THE TEACHER Week 5
Title: Pride & Humility – Parable of the Pharisee & Tax Collector

Learning Intentions:

AT1: To know that Jesus taught how to be right with God.

AT2: To think about my attitude to God.

Assessment:

AT1 L3: I can use religious language to talk about boasting, being proud and humility.

AT1 L4: I can explain why Christians believe it is important to be humble and not to boast.

AT2 L3: I can link my ideas about pride to Jesus' example.

AT2 L4: I can apply my ideas to my own experiences of feelings of pride and those of others.

Key Words:

humility
humble
boasting
pride
righteousness – being right with God

Resources:

Bibles – Good News or Children's NIV

Key passage: Luke 18:9-14

Storykeepers: Programme 5 (available on CD rom)

Activities:

- Introduction: Discuss boasting. Give creative examples. What is it about boasting that is unattractive? Sometimes people say, 'I'm really proud of you!' Is that ok – to be proud of someone else? What's the difference? (AT2)
- Read about the Pharisee and the Tax Collector in Luke 18:9-14 or watch Storykeepers. Why is the Pharisee boasting? What is the definition of boasting or being proud? (AT1)
- Compare and contrast the Pharisee and the tax collector. Remind pupils that tax collectors were not popular – although they were Jews, they collected

taxes for the Romans and were often greedy in the amount of money they kept for themselves as wages. The Jews resented the Roman occupation, and the greedy tax collectors. However Jesus says this tax collector was righteous or 'right with God'. How was this? (AT1)

- Pupils can rewrite this parable as if they were the tax collector. Pupils must explain from the tax collector's point of view a) his attitude towards God before he went to the temple, b) what he says to God at the temple, c) his attitude towards God and others after he had left the temple. (AT2)
- Pupils can then use drama to share examples from their own lives where they have applied / could apply Jesus' teaching about pride. (AT2)

Year 4 Unit 3: JESUS THE TEACHER Week 6
Title: How firm are our foundations? Parable of the Builders

Learning Intentions:

AT1: To know that Christians build their lives on Jesus' teachings.

AT2: To identify what principles and ideas I am building my life on.

Assessment:

AT1 L3: I can explain how Christians are like the wise builder, and the foolish builder is like someone who doesn't do as Jesus commands.

AT1 L4: I can make links between Christian beliefs and practices.

AT2 L3: I can identify what ideas or principles I build my life on.

AT2 L4: I can apply my ideas to my own life and experiences and those of others.

Key Words:

wise

wisdom

Resources:

Bibles – Good News or Children's NIV

Key passage: Luke 6:46-49

RE:Quest – *Life and Teachings of Jesus – The Two Builders* – story and lesson ideas

Storykeepers: Programme 5 *The House Built on Rock* .

Activity sheets: 'foundations' building blocks – each block has an ideal or principle that people could 'build' their lives on.

Activities:

- Revisit each of the parables looked at this term. Ensure all pupils are secure in their explanation of what a parable is and does. (AT1)
- Read the Parable of the Wise and Foolish builders in Luke 6:46-49. Follow the presentation on RE:Quest which has plenty of discussion and activity ideas. (AT1)
- Discuss 'wisdom' – is it old-fashioned to be wise? What images do we

conjure up when we think about wisdom or being wise? What does being wise really mean? How would you describe a wise person? (AT1)

- What teachings, principles or ideas are important foundation blocks for us to build our lives on? Which foundation blocks are our school built on? Using the 'foundation blocks' Activity Sheets, play the game in groups. Pupils should put 4 'foundation blocks' on the bottom and construct a pyramid with one at the top. Pupils may be able to put them in order of priority and explain their choices. There is a range of vocabulary to aid differentiation. (AT2)
- Pupils can discuss what they build their lives on – teachings, principles, morals etc. Pupils can illustrate this with building blocks or bricks with each idea written or drawn onto bricks to make a wall. (AT2)

love for
others

love for
self

racism

pride

wisdom

hatred

compassion

ability to
listen

kindness

goodness

boastfulness

self
control

forgiveness

gentleness

bitterness

peace

joy

patience

defensiveness

anger

These could be laminated and cut out, then pupils can write their own ideas on the blank cards with dry-wipe pens so cards can be reused.

resentment

charity

peace

faithfulness

loyalty

selfishness

care for
others

Year 4 Unit 3: JESUS THE TEACHER Week 7
Title: Forgive and forget? Parable of the Lost Son

Learning Intentions:

AT1: To know that Jesus taught loving forgiveness because God forgives.

AT2: To explore situations where we have forgiven or been forgiven.

Assessment:

AT1 L3: I can describe forgiveness as a key Christian idea.

AT1 L4: I can make links between biblical stories and the Christian attitude to forgiveness.

AT2 L3: I can make links between my attitudes on forgiving others and my actions.

AT2 L4: I can apply my experience of being forgiven to my own life and that of others.

Key Words:

forgiveness

reconciliation

prodigal = *adj.* generous, lavish;

abundant, plentiful; wasteful,

tending to squander money

Resources:

Bibles – Good News or Children’s NIV

Key passage: Luke 15:11-24

Storykeepers – *Programme 8* (available on CD rom)

RE:Quest – Life and Teachings of Jesus – The Lost Son – story and lesson ideas; Basics - forgiveness

Current newspapers – local and national

NB: This parable is often called ‘The Prodigal Son.’ It could also be called The Forgiving Father.

Activities:

- Look at some famous paintings of the Parable of the Lost Son e.g. *Poynter – The Prodigal’s Return* or *Rembrandt – The Return of the Prodigal Son* and discuss the details of the story pupils can recall. Read Luke 15:11-24 and discuss together which parts of the story the artists have focussed on. Emphasise how the forgiving father in the story teaches us about God. (AT1)
- Look at forgiveness on the *RE:Quest* website. Encourage pupils to think about the statement, ‘Forgiven people become forgiving people’. What does this mean? Can pupils give their own examples of when this has been true? (AT2)

- Carefully select some current news items where people may need to forgive one another. Encourage pupils in groups to discuss the stories and present their ideas to the class. (AT2)
- Pupils can storyboard a real situation when they have had to give forgiveness to someone else. Pupils can reflect on their own feelings and attitudes and those of others. (AT2)

<p>Year 4 Unit 3: JESUS THE TEACHER Week 8 Title: Seeing Christ in others: Parable of the Sheep and the Goats</p>	
<p>Learning Intentions: AT1: To know that Christians believe that serving others is like serving God. AT2: To explore how we as a school serve God in others.</p>	
<p>Assessment: AT1 L3: I can make links between the Parable of the Sheep and the Goats and what Christians believe about service. AT1 L4: I can say why Christians want to serve others. AT2 L3: I can make links between my attitudes about serving others and my actions. AT2 L4: I can reflect on how this parable inspires me.</p>	
<p>Key Words:</p>	<p>Resources: Bibles – <i>The Message</i>, Good News or Children’s NIV Key passage: Matthew 25:31-46 Words to the song: <i>When I needed a neighbour</i> by Sydney Carter</p>

Activities:

- Look together at the words of the song, *When I needed a neighbour*. What is this song all about? It’s about serving one another. Christians believe that through serving and loving others, they are serving and loving God. (AT1/2)
- Read Matthew 25:31-46 from *The Message* or another contemporary version. Focus on verses 34-36 – the verses the song is based on. What is Jesus saying here? How can we be serving him if he is not here as a person? (AT1)
- Some able pupils may want to find out about St Martin of Tours who gave half his cloak to a poor beggar and in a dream saw Jesus wearing his cloak. His story illustrates this passage well. Pupils should be able to make links between behaviour and Christian beliefs and values. (AT1)

Contd.

- Or pupils may be able to find out what the local Christian community does to serve the local community, either through charity or voluntary work, or through community groups such as playgroups and parenting courses. (AT1)
- What do people do for me? Other than family, who serves me? Think of those who work in your school to make your day better and easier (teaching assistants, lunchtime staff, caretakers, etc) (AT2)