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| **RE UNIT OF LEARNING: People in Christianity: LEQ: *What can we learn from Jesus and Saint Francis?*** | | | | | | | **Teaching Time: 10 hrs** | |
| **About the 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. | | | | | | | | |
| **KEY FIELDS OF ENQUIRY AT1 LEARNING ABOUT RELIGION & BELIEF** | | | | **KEY FIELDS OF ENQUIRY AT2 LEARNING FROM RELIGION & BELIEF** | | | | |
| * Beliefs, Values and Teaching * Religious practices and ways of life | | | | * *Questions of Values and Commitments* | | | | |
| **CORE RE CONCEPTS** | | | | **ATTITUDES FOCUS** | | | | |
| * **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). | | | | * **Self awareness** by becoming increasingly more aware of the ways in which other people make a difference to our lives * **Icon    Description automatically generatedRespect 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. | | | | |
| **KEY PRIOR LEARNING**  (Where this unit fits in) | **SMSC OPPORTUNITIES** | | **KEY VOCABULARY** | | **RESOURCES &VISIT/VISITOR** | | | **OPPORTUNITIES FOR WRITING** |
| 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 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. | 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. | | ***Christianity***  Beliefs  Belonging  Christian  Christmas  Community  Death  Disciples  Easter  Environment  Jesus  Monk  Practices  Resurrection  St Francis  ***The language of shared***  ***human experience***  inspired  inspiring | | See Powerpoint resources and RE resource file | | | Writing about people who inspire them. |
| **Icon  Description automatically generatedIcon  Description automatically generatedIcon  Description automatically generatedIcon  Description automatically generatedHPL FOCUS**  **VAAs AND ACPs** | | |
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| **LEARNING EXPECATATIONS** | | | | | | | | |
| **PUPILS WORKING AT LEVEL 1**   * 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) * *Talk about being thankful, being generous or being good (AT2)* | | **PUPILS WORKING AT LEVEL 2**   * 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) * *Identify what might be inspiring in the stories (AT2)* * *Respond sensitively to questions about who has inspired them, for example, to be thankful, to be generous or to be kind (AT2).* | | | | **PUPILS WORKING AT LEVEL 3**   * 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) * *Describe who inspires them, and say simply why (AT2)* * *Make links between their own ideas about being inspired and a religious idea (AT2).* | | |
| **ASSESSMENT OPPORTUNITIES** | | | | | | | | |
| **AfL:**   * **Low stakes quizzes (eg: Kahoot)** * **Hinge Questions** * **Peer talk opportunities** | | | | | | | | |

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| **LEARNING PLAN** | | | | |
| **SUBJECT ELICITATION:**  What do they already know, understand and can do?  [to be completed prior to the learning to inform planning] | | Knowledge Harvest | | |
| **BIG QUESTIONS** | | ***What does the word ‘inspiring’ mean? Who is inspiring?***  ***Who was Jesus? Why is the story of his birth important?***  ***What did Jesus do that inspired people?***  ***What happened to Jesus?***  ***Why do people follow Jesus today? (visitor opportunity)***  ***Who was St Francis? What did Jesus inspire him to do? (3 lessons)***  ***Who is inspiring for me? Who is inspiring for other children in my class?*** | | |
| **LESSON** | **LEARNING INTENTION** | **MAIN TEACHING AND LEARNING ACTIVITIES**  Skills, matters and processes | **SUCCESS CRITERIA**  I can… | **POINTS TO NOTE** |
| 1 | To know the words  “inspiring‟ and  “inspired‟.  To consider the idea that we are all inspired by other people sometimes.  To think about whom we like, who we copy and who we look up to. | **Icon  Description automatically generatedLEQ: Who inspires you?**  **Key Questions (Blooms): *What does the word ‘inspiring’ mean? Who is inspiring?*** What do these fictional characters do to inspire us? How do we show who our heroes are?  **Teaching Input:** 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.  **Icon  Description automatically generated**What do these heroes have in common? Why do people like them? How do we show who our heroes are? (posters on bedroom wall/books about them etc)  Icon  Description automatically generated  **Discuss with pupils the idea of being inspired:** 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? Give a personal example of Kamala Harris and Sir Tom Moore.  **Icon  Description automatically generated**  **Icon  Description automatically generatedDifferentiated activities/Learning outcomes:** Ask the children to identify one person who inspires them and why. HPA Challenge – what this might inspire them to do? Record answers in RE books.  **Plenary: 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  **Icon  Description automatically generated**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). | * *talk about heroes and inspiring people. (AT2 L1)* * *use the word ”inspired‟ correctly. (AT2 L1)* * *choose inspiring people of my own and give reasons for my choice. (AT2 L2)* * *respond sensitively to inspiring stories. (AT2 L2)* * *make links between inspiring people from different settings. (AT2 L3)* |  |
| 2 | To know that  Jesus is special to  Christians.  To explain that the  things that Jesus  said and did  inspire Christians today. | **LEQ: Who is Jesus? Is he a hero?**  **Key Questions (Blooms): What do we know about Jesus?**  ***Who was Jesus? Why is the story of his birth important?*** Which festival celebrates the birth of Jesus? What are the key events surrounding his birth? Why would this story inspire Christians to follow Jesus?  **Icon  Description automatically generatedIcon  Description automatically generatedTeaching Input:** Recap last lesson about heroes. 1 hero that millions of people follow all over the world: Jesus. To Christians, he is a real person who was born just over 2,000 years ago and his birth is celebrated every year. Which festival? **Christmas. HPA Challenge – explain that Easter also celebrates the death of Jesus – how? (making connections)**    In groups, use the word scramble to name and list main characters from the Christmas story on the paper and share back with the class.  HPA expected to give key details about the characters – summarizing/ verbalising.  Watch the clip of the story  Talk in pairs about why people may be inspired by the events. Can they recall the main aspects of the story.  LPA and SEN – to sequence images in order and explain in words what is happening. TA to record on the paper what they say.  **Activity**  Give groups of children a set of pictures to sequence, depicting the Christmas story, (see resources).  Combine groups for the children to retell the story to each other, using the prompts (pictures & names on board). HPA – to act out the story for others.  **Differentiated activities- Children choose own level of challenge**  **Challenge 1:** Choose 1 picture and write 2/3 sentences under it.  **Challenge 2:** Choose 1 picture to describe/write that part of the story . Encourage them to choose the picture based on what part of the story shows Jesus as an important person.  Extension – to complete for all images.  **Challenge 3:** storyboard with no images . challenge -To dramatize the story with a narrator explaining why Jesus’ birth is inspirational to others.  *I think this part of the story shows that Jesus is important because……*  **Icon  Description automatically generatedPlenary:** Discuss how his birth shows how important he is as a person.  What inspires people? How does this story teach people to be inspired?  What qualities give us inspiration? Connections | * know that Christmas is a celebration of the birth of Jesus. (AT1 L1) * retell the key details of the Christmas story. (AT1 L2)      * *describe how a Christian might be inspired by this story. (AT2 L3).* |  |
| 3 | To know that the  things that Jesus  said and did  inspire Christians  today.  To be familiar with  some of the main  actions and  teachings of  Jesus. | **Icon  Description automatically generatedLEQ: What is a miracle?**  **Key Questions (Blooms): *What did Jesus do that inspired people? What sort of things did Jesus do in his life? Why were they inspiring?***  **What is a miracle?**  **Teaching Input:** Introduce the term ‘MIRACLE’ (an event that happens, that cannot be explained naturally).  Use the powerpoint in resources to tell the story of the feeding of the 5,000. Discuss afterwards what it would be like to be part of the crowd.  **Differentiated activities- Children choose own level of challenge**  **Challenge 3:** In RE books, write down the story of the feeding of the 5,000 as one of the disciples, or one of the crowd. Encourage the chn to record how they felt as that person as well.  **Challenge 2:** Use picture prompts to write the story of the feeding of the 5,000 in their own words, in their RE books, describing what happened.  **Challenge 1:** Write a narrative of the story, using the picture prompts from the ppt to help them.  Icon  Description automatically generatedFocus on presentation skills- handwriting.  **Icon  Description automatically generatedPlenary:** Discuss as a class how these stories might inspire people to follow Jesus in their lives. | * retell the story of feeding the five thousand, one of Jesus’ miracles. (AT1 L2) * *make links between the story and the way Jesus inspired people. (AT2 L3)* |  |

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| 4 and 5 | To know who St  Francis was.  To know that St  Francis did the  things he did  because he was a  Christian.  To make links  between beliefs and actions. | **Icon  Description automatically generatedLEQ: Who was St Francis?**  Key Questions (Blooms): ***Who was St Francis? What did Jesus inspire him to do?***  **Icon  Description automatically generatedTeaching Input:** Record all of the things that the children know about Jesus so far. Remembering some of the things that he did and said.  Explain that he lived about 2,000 years ago and yet people have been inspired by him and lived their own lives differently ever since.  We are going to explore the life of one of those people over the next few weeks: St Francis of Assisi.  Tell his story using the script in resources. Reinforce with first part of YouTube clip and ppt in resources.  <https://www.youtube.com/watch?v=P2ze6nw1s4E> (life story and reflection by American school girl)    **Differentiated activities- Children choose own level of challenge**  Using the worksheets in resources, children record what they know about St Francis.  Challenge 1: Record 3 things they know about him  Challenge 2: Record 5 things they know about him and add how his belief in Jesus affected his life.  Challenge 3: Write his life story in 5 sentences and add how his belief in Jesus affected his life.  **Plenary:** Share their facts/sentences with a partner | * tell my friend three things that happened to St Francis. (AT1 L1)      * *make links between Jesus’ teachings and the things St Francis did. (AT2 L3)* |  |
| 6 | To know some of St Francis’ main teachings and actions | **Icon  Description automatically generatedLEQ: Why do we bless animals on the Feast of St Francis?**  **Icon  Description automatically generated**Key Questions (Blooms): ***Who was St Francis? What did Jesus inspire him to do? What do you remember about St Francis?***  Icon  Description automatically generated  **Teaching Input:** Recap what the children remember about St Francis from last week.  Explain why he was made the patron saint of animals and the environment. Find out why today. In groups, children to choose one of the different stories about St Francis and animals. Read and present their chosen story to the rest of the class at the end, in their own creative ways.  **Stories to select from:**  **The Rabbit**  **The Fish**  **The Birds**  **The Wolf**  **(All copies of the stories in resources lesson 6)**  **Plenary:** Children present their findings to the class. Discuss why St Francis would have acted this way because of his Christian faith.  What do you do to care for animals- either pets or wildlife? (Link with our ‘Pottering Around’ theme. Eg: protecting hedgehogs). | pick out and talk  about things that were  important to St Francis  after he became a  Christian. (AT1 L1)  pick out two  things that were  important to St Francis  because he was a  Christian. (AT1 L2)  *describe three*  *things that Christians*  *believe, and say what*  *difference these beliefs*  *made to the things St*  *Francis did. (AT2 L3)* |  |
| 7 | To know some of St Francis’ main teachings and actions | Icon  Description automatically generated**Icon  Description automatically generatedLEQ: What would St Francis do?**  Key Questions (Blooms): What would St Francis say in certain situations? How do you know? How do you think we should react in those situations and why?  Icon  Description automatically generated**Teaching Input:** Complete the presentations from the groups about St Francis and the animals.  What facts can the children recall about St Francis?  Talk about how St Francis’ decision to try and follow Jesus – who had inspired him – affected what he did.  **Differentiated activities**  Give the children a set of cards with things that St Francis did, before and after his conversion to Christianity, on them, e.g. built churches, cared for the sick, held parties. (see resources)  Get 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?  In pairs, discuss what he would say in different scenarios and why. Eg, dropping litter, hurting animals, looking after sick people, saying kind words to people.  **Icon  Description automatically generatedIcon  Description automatically generated**  **Plenary:** Discuss as a whole class, what made the difference to St Francis’ life – who influenced him. | * pick out and talk about things that were important to St Francis after he became a Christian. (AT1 L1) * pick out two things that were important to St Francis because he was a Christian. (AT1 L2) * *describe three things that Christians believe, and say what difference these beliefs made to the things St Francis did. (AT2 L3)* |  |