

KS1 Religion and Worldviews

What did Jesus Teach and How Did He Live?

2.5 What did Jesus teach and how did he live?



About this unit: This unit focuses on stories from the life and teachings of Jesus by exploring and responding to questions. Pupils consider what is a 'calling' and what was Jesus' special role. There is a focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to 'love one another'. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus' teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live. They will have the opportunity to name and retell key events in the final days of Jesus' ministry.



Where this unit fits in: This unit is part of a sequence of units primarily covering Christianity. There are five stands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers Kingdom - the teaching of Jesus about the Kingdom of God; and Christ – Christian beliefs about the significance of Jesus' death and the belief in his resurrection.

The unit could be delivered in Year 1 or 2 with appropriate adjustments. It supports these elements of the syllabus:

A. Investigate the beliefs and practices of religions and other world views, including:

1 Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;

B. Investigate how religions and other world views address questions of meaning, purpose and value, including:

2 Ultimate Questions of belonging, meaning, purpose and truth.

C. Investigate how religions and other world views influence morality, identity and diversity, including:

1 Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses

The religions studied in this unit: *Christianity*



Estimated teaching time for this unit: 8 -10 hours

Vocabulary	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to Christianity:</p> <ul style="list-style-type: none"> • God • Christ • Jesus • Christian • Gospel • Disciple • Parables • Baptism • Crucifixion • Resurrection 	<p>Books: Farmer Duck, Joy Martin Waddell, My Best Friend by Pat Hutchinson, Rainbow Fish One Snowy Night</p> <p>Websites: https://request.org.uk https://www.biblegateway.com https://www.beinspirational.co.uk https://www.bbc.com/bitesize/clips/zy2hyrd</p> <p>Other Resources: The resource pack : Stories told by Jesus: <i>Jairus' Daughter, The Feeding of the Five Thousand, The Healing of the Blind Man, The Prodigal Son, The Parable of the Unforgiving Servant. The Good Samaritan, The Story of the Lost Sheep</i> PPT – Jesus' life in a nutshell PPT – Who were Jesus' Followers? Pictorial Time line Storyboard/key phrases Friendship short response sheets</p>

EXPECTATIONS – informed by ongoing assessment throughout the unit.

<p>Pupils working with support towards the age related expectations will:</p> <ul style="list-style-type: none"> • Explore and talk about the stories that Jesus told. 	<p>Pupils working at the age related expectations (ARE) in Year 2 will be able to:</p> <ul style="list-style-type: none"> • Retell some of Jesus’ parables • Express ideas and respond to questions about stories from the life and teachings of Jesus. • Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning. Use examples of local or well-known Christians today. • Name and retell key events in the final days of Jesus’ ministry, including: Palm Sunday (John 12:12-15); the last supper (Mark 14: 12-26); crucifixion (Luke 23:26-56) the empty tomb (Luke 24: 1-12). Recall how these are remembered in Holy Week and Easter. 	<p>In order to broaden and deepen their learning, some pupils might:</p> <ul style="list-style-type: none"> • Find out and respond to the key events in the life of Jesus and the stories he told, suggesting meanings. • Make links between their own ideas of a good life and how Christians are called to live a good life.
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ASSESSMENT SUGGESTIONS

- Create a poster to display the key teachings of Jesus and how Christians are expected to live their lives today.

CONTRIBUTION TO SMSC DEVELOPMENT

- **Spiritual development** comes from thinking about the stories Jesus told and looking for links to their own lives;
- **Moral development** comes from considering making the right choices in life and thinking about the fairness of how people are treated.
- **Social development** comes from exploring questions about the calling of people in the community; the importance of friendship
- **Cultural development** comes from engaging with the Christian culture and beliefs.

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Key Questions	Learning Objectives Pupils should:	Teaching and Learning Opportunities	Learning Outcomes Pupils:	Wider Learning Opportunities / Points To Note
<p>What is a 'calling'?</p> <p>What special jobs and roles do people have?</p> <p>How was Jesus called?</p> <p>What happened at Jesus' baptism?</p> <p>What was his special role?</p>	<p>Explore how people might feel called to do something.</p> <p>Explore why Jesus asked to be baptised?</p>	<p>What is a calling? What types of things might people feel called to do?</p> <p>Look at pictures of different vocations and talk about how people might feel that they are meant to do a particular job in life. Consider how people might feel called by God to help others. Talk to each other about what they feel they should do when they are older.</p> <p>Write down a question that you would like to ask someone – about their calling.</p> <p>Activity idea: Jesus' life in a nutshell. Jesus' life in a nutshell. Share PowerPoint with children to give an overview of the life of Jesus. Discuss: How was Jesus called? What was he called to do? Who was Jesus called by?</p> <p>Activity idea: Timeline Give a set of pictures to each group – children work together to create a simple timeline of the key events in the life of Jesus. Photograph as evidence for books.</p> <p>Extension: Children are able to say what Jesus was called to do.</p> <p>Activity idea: The story of Jesus' baptism</p>	<p>Express ideas about what a calling is.</p> <p>Express ideas about the kinds of jobs people might feel called to do.</p> <p>Retell how Jesus was called.</p> <p>Order the key events of the life of Jesus.</p>	<p>Opportunities for visitors in school Suggestions: local PCSO, Fireman, paramedic, nurse, teacher, local vicar/minister.</p> <p>Link to prior learning about welcoming a baby.</p> <p>Encourage children to bring in any mementoes about their baptism or welcoming/naming ceremony.</p>

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		<p>Read the short story of the baptism of Jesus. https://request.org.uk/restart/2014/04/08/jesus-baptism/ Have you ever seen anyone baptised?</p> <p>Was the person a baby or an older person?</p> <p>Were they baptised like Jesus - by being dunked under the water?</p> <p>How do you think Jesus felt when he heard God speaking to him?</p> <p>How do you think John felt when he was asked to baptise Jesus?</p> <p>Activity idea: children draw pictures to illustrate a storyboard with simple key phrases.</p>	<p>Give reasons as to why Jesus was baptised.</p> <p>Link this to their own experiences.</p> <p>Some children can say why God said He was pleased.</p>	
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THIS IS ONLY A SAMPLE OF PART OF THE UNIT - OTHER LESSONS FOLLOW IN FULL UNIT