



Finding reasons to care through religious stories **YEAR GROUP: 4**

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Religious Education
Walsall Agreed Syllabus
Support Materials
2022 / Units of Work
Non-Statutory Exemplification



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Finding reasons to care through religious stories - Christianity

SUGGESTED YEAR GROUP: 4

About this unit: From stories about the Good Samaritan (Who cared and why? Was that fair?), the Prodigal Son (Who cared and why? Was that fair?), Zacchaeus (Who cared and why? Was that fair?) and the crucifixion of Jesus, children consider questions about caring and fairness. They develop understanding of how stories from scripture have an influence on Christian today. An additional lesson could use the story of the bombing and rebuilding of Coventry Cathedral.

This unit enables pupils to explore, question and respond to the stories, teachings and experiences of fairness and unfairness. At this age, children are very alert to the idea of being fair. The stories of Jesus are also about being generous.

The focus is on developing learners understanding of caring and how it is shown and taught in religious story: What makes an action fair or unfair, generous or mean. Pupils use a wide range of stories from the Christian religion in this unit. Further examples from other faith traditions could be added too. Stories from sacred text and those from the modern world are used to explore beliefs about what caring for others means.

Teachers might also use the stories of Jacob and Esau (Jewish), stories of the Prophet Muhammad – there is a good forgiveness story in the Hadith about Thumama (Muslim) or stories of Krishna and of Gandhi (Hindu). Use strategies from literacy to enquire into the meanings and values of the stories, applying ideas about caring to children's lives today.

Where this unit fits in:

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the themes of fairness and generosity. Pupils will be able to explore stories looking for examples of what is unfair and what is generous. An ambitious and well sequenced RE curriculum, as OFSTED seek, will use this unit to build skills and apply knowledge in relation to prior learning and progress towards our end of key stage outcomes.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

KEY AIMS ADDRESSED BY THIS UNIT

This unit enables pupils to examine:

A1. Describe and make connections between stories about caring in order to reflect thoughtfully on their own ideas.

A2. Describe and understand links between stories and texts and values.

B1. Observe, understand, explain, with reasons, examples of religious action for kindness or justice.

B3. Observe and consider similarities and differences between ways of expressing care in different religious stories and practice.

C3. Discuss and apply their own and others' ideas about ethical questions to do with caring: why should we care? How can we show it? What difference does it make to be kind?

KEY STRANDS ADDRESSED BY THIS UNIT

- Beliefs, Values and Teaching
- Questions of Values and Commitments

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly alert to their own behaviour and the behaviour of others.
- **Respect for all** by developing a willingness to learn from other children
- **Open mindedness** by engaging in positive discussion and debate about what makes some actions mean and unfair and other things generous and kind.

The unit will provide these opportunities

Pupils have opportunities to consider the concepts of caring, fairness and generosity through classroom talk. Pupils will be able to think about their own experiences and views in relation to questions of what is fair and what is generous.

They will consider these questions:

- How and why should we help others?
- What goes wrong when people are unhelpful, and how can it be put right?
- How do religious teachings help people to be caring?
- What helps me to be caring?

Background information for the teacher:

The teaching of Jesus in parables can look deceptively simple at first glance, but there are often hidden depths in his parables. In these early encounters with two parable stories, children should concentrate on the plain and simple surface meaning of the stories, linking at every point to the questions: who cares? How? Why?

- The Good Samaritan turns on the surprise that the outcast is the one to offer help to a victim of violence. So telling the story it is important to make sure the children know that people in Jesus' audience thought Samaritans were very bad people, and they would not even speak to a Samaritan.
- Spotting unfair actions in the story is a good story telling device – see below.
- The Prodigal (or 'Wasteful') Son is a story that seems unfair. Why should the waster be accepted home when the hard worker gets no extra reward? Jesus' parables are often about generosity or grace, and this goes beyond fairness to forgiveness.
- The story of Zacchaeus from Luke's gospel shows that generosity can change a person in a generous direction. Jesus' care for the outcast, or marginal people is a feature of Luke's gospel Here the person who is physically outcast or who is seen as a 'baddie' is the special subject of Jesus' care.
- The crucifixion story should be told carefully to this age group. Forgiveness is not needed. The approach below stresses that Jesus was treated unfairly because of jealousy, but that he was forgiving in return – another example of generosity, perhaps. From the cross, he continued to care – for the dying thief, and for his mother for example. Consider with pupils why Jesus is an example of caring and forgiveness who Christians aim to follow.
- When Coventry Cathedral was bombed in WW2, the Provost immediately began talking about forgiveness, even though over 500 people had died in the raids. When the Cathedral was rebuilt 20 years later, forgiveness and peace were major themes of the architecture and the practice of the spiritual community there. Tell the stories and use the website. Does this Cathedral express Jesus' teaching? Follow his example? Teach the pupils about the story of Coventry Cathedral, bombed by the Nazis in 1940, but 'risen again' as a symbol of forgiveness and always active in reconciliation projects. A visit might be a great learning experience! <https://www.coventrycathedral.org.uk/wpsite/our-history/>

Prior learning	Vocabulary	Resources
It is helpful if pupils have learnt: Stories told about and by Jesus, the life and significance of Jesus to Christians	In this unit, pupils will have an opportunity to use words and phrases related to: Specific religions: Christianity Fair/unfair Neighbour Parable Inspirational figure Caring Forgiveness Conversion Repentance Generous Reconciliation	Teachers might use: Web resources ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit https://shop.natre.org.uk ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The BBC is a major source for short RE films that can be accessed online www.bbc.co.uk/teach and www.bbc.co.uk/bitesize ▪ The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion ▪ RE Online provides good subject knowledge resources for teachers and is also the best gateway for RE sites is: www.reonline.org.uk ▪ REQuest has lots of films and resources to teach about Christianity https://request.org.uk/ ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ TrueTube has some useful videos for RE www.truetube.co.uk ▪ Virtual Tours: ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ Birmingham Faith Visits is a super project: 18 short films from 6 major religious buildings in Birmingham, all suited to children in primary schools and with lots of support resources: https://birmingham-faith-visits.theartsociety.org/ ▪ For further information try https://www.reonline.org.uk/teaching-resources/places-of-worship-voices-from-religion-and-worldviews/ Print resources ▪ Inspiring RE: Christians edited by Fiona Moss, RE Today Artefacts ▪ Collect some Christian artefacts associated with these stories. Local churches may loan or donate for this. Web ▪ RE:Quest: www.request.org.uk is a good source for work on prayer ▪ Picturing Jesus Fresh Idea (Blaylock 2010) RE Today and Picturing Easter (Blaylock + Ikwuemesi, 2008) from RE today provides images for the whiteboard, picture cards and learning activities. ▪ Jesus (Developing Primary RE series) RE Today ▪ Faith stories (Developing Primary RE Series) RE Today ▪ Teaching about Jesus Anthony Ewens & Mary Stone (RMEP) ▪ The Lion Story Teller Bible Video and visual ▪ Miracle Maker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus. https://vimeo.com/660222760 ▪ Animated World Faiths Prog 1 Life of Christ; Channel 4 – hard to find now. Try this link. https://www.youtube.com/watch?v=wYty1nM7HDK
Contributions to spiritual, moral, social and cultural development of pupils ▪ Opportunities for spiritual development come from thinking about who is an enemy and who is a friend. ▪ Opportunities for moral development come from thinking about caring, fairness and generosity. ▪ Opportunities for social development come from team working and co-operative learning.		

All pupils should be able to • Recount two stories of Jesus about fairness and generosity • Identify some fair and unfair moments in the stories • Respond sensitively to ideas about fairness and generosity, including the idea that God is generous	Most pupils will be able to: • Describe some of Jesus' teaching about being fair and being generous • Describe the way Jesus turned an enemy into a hero in the story of the good Samaritan Describe how Jesus' story of the lost son makes a point about forgiveness or being generous • Make a link between Jesus' example and what Christians do today • Make a link between their ideas about fairness and Jesus' ideas	More able pupils will be able to: • Show they understand how stories of Jesus can be an inspiration or challenge to Christians • Use religious and moral concepts like forgiveness, compassion or generosity to show their understanding of the impact of scripture on life for Christians
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INTENTIONS: LEARNING OBJECTIVES	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES	<i>Points to note</i>
What is fair and what is unfair?			
To think about fair shares and unfairness by talking about some examples and feelings.	What is fair? Why are unfair shares a bad idea? - You could begin by doing an enactment: bring something nice into the class and give it out in a very unfair way, making it more extreme for several minutes: the children will feel the sharpness of unfairness and will perhaps say so too. Use some child friendly / school safe sweets or biscuits, and give them only to people with blue eyes or wearing trainers. - Tell them it was an 'act', to make a point, and ask how it feels to be treated unfairly. Link emotional responses to SEAL work. - Can they make a list of examples of what's not fair? To help them, tell them that sometimes a group of people are treated unfairly – maybe children or the girls, the boys, older people, people with a different skin colour, people who don't have much money. - Can they make small group mini-dramas which start with someone saying 'It's not fair' and then show an example? Give 15 minutes to create these and view them as a class. - Can they think of other examples of 'not fair'? - What can we do to make fairness more common? What is most unfair? - Ask children to think about 4 examples of some unfair things and say which is the worst, and why. You could use these four: - On a day out, Dad has two ice creams for his three children, but has run out of money. He gives his little girl one, but the two older boys have to share. - At the swimming pool, everyone in the class has had two goes on the slide, except Darren and Daniel. When the whistle goes for the end of the session, they are upset, but the teacher says 'No, the time's up.' - Sharon, Jan and Sharmila have 8 sweets. Jan puts four in her mouth, and says 'You can have two each.' - At a party, David, Gary and Sam all shout that they want the last slice of pizza. Mum says 'no' to all of them and gives it to Amy, who was asking quietly.	I can retell a story or incident of unfairness I can respond sensitively for myself to unfair situations I can make links between my ideas about caring and the bible's teaching I can show that I have understood how Jesus taught his followers to care through stories	<i>This can be sensitive territory: choose which children you give roles to carefully.</i>

A story about fairness and unfairness

Pupils consider the meaning of Jesus' parable of the Good Samaritan Pupils think about the things anyone can do to show that they care, and the idea that leaving things undone or unsaid is missing a chance to care.	Who cares? Who should care? Is it fair if everyone cares for everyone? • Talk to the children about next door neighbours and about being a good neighbour. What does it mean? Why do people who live close need to care for each other? What can we do to be good neighbours? Make a little list, and rank the ideas for 'best idea for neighbourliness'. • Tell Jesus' story of the Good Samaritan, in an exciting way. (You can find it in the Bible in Luke 10). Ask children if they were acting in a play of this story, who would they like to be? What part would they choose? Ask why Jesus made up this story. How did the Samaritan show he cared? Why did he care? Who in the story only cared for themselves? Notice with the children that the robbers were 'baddies' but the people who passed by were almost as bad! Who do the children think is a neighbour? • Act out a classroom version of this story, using a familiar context. E.g. one pupil has spilt milk on floor, 2 pupils have excuses for not helping to clear up (on the way to play / too busy with their own work / don't know where cloth is). The third child is different – and is not expected to help (older / from another class / opposite sex / EAL?). S/he helps. Pupils think about who helped and how. Talk about what this story is about. What could people in the play have done differently? • Tell children that in Jesus' day there was racism against Samaritans – and Jesus showed anyone can be a hero. Do they agree? Who gets treated badly and unfairly in our communities today? Do the children know what to do if someone is racist?	Talk about the idea that anyone they meet is a neighbour and that we should help anyone in need Recognise that a neighbour could be anyone we encounter who needs our help I can make links between my ideas about being a good neighbour and some simple Bible teachings I can show that I have understood how Jesus made people think about who is a neighbour I can apply the meaning of the story of the good Samaritan to groups who are enemies today	Some pupils may have very poor experiences of care. Teachers need to be sensitive to this
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Can we learn about fairness and caring from a song?

Pupils think about the meaning of fairness and why caring for others makes a fairer community	Singing and building up other people: can anyone care like this? - Play pupils the song 'Build Up' from the 'Fischy' CD of the same name www.fischy.com . Sing it together, and enjoy the music making. Get some percussion going, and spend time practicing for a little performance for another class. The words include these: <i>Every word you say, every game you play</i> <i>Every silly face, every single place</i> <i>You can build up Or [1! 2! 3! 4! 5!] You can tear down</i> <i>Build up one another,</i> <i>Build up your sisters and brothers</i> <i>Build up one another! Build Up!</i> - Give every pupil three '5 ways' challenges: can they think of five ways they like to be 'built up' and five people who show they care by building them up? Can the think of five things they could do to build up other people this week? Questions of Wonder: "I wonder what Jesus would think of our song?" Can pupils suggest any links or connections between the story of the Good Samaritan and the song 'Build Up'? Give them time and space to work out the connections. Consider other songs which might help people learn about caring.	Respond to the music and story thoughtfully and sensitively for themselves Make links of their own between the story and their own lives	For a good PSHE link, ask children to choose words from a word bank of emotions to go with the song and the story.
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Zacchaeus: how did a 'meany' turn into a generous man?

Pupils hear and think about the story of Zacchaeus They are enabled to respond sensitively to the story for themselves	What does the Bible say about being generous? - Remind pupils of the learning they did about the Samaritan. Another group who were hated in Jesus' time were tax collectors. Talk about why that might be and how it might show. - Read the story of Zacchaeus from the Bible found in Luke 19:1-10. You could use it as a literacy text – a story from another culture, a traditional story. Use the big idea of 'conversion' (changing your life) and 'repentance' (turning away from bad actions) How can a mean person start to be generous? - Children can talk about how these sentences might end: 'At first Zacchaeus was...' - Because he was a short person, Zacchaeus... - People did not like Zacchaeus because... - I expect he often felt... - Jesus was fair to Zacchaeus when... - When we are lonely, then... - At the end of the story, Zacchaeus was changed because... - I would like to be generous because... - I would not like to be mean because... - Can the children think of people who are generous? Do they like generous people? Are generous people happy? What about mean people? The big question - What can I do for others? Generosity is what we do as well as what we give. - Pose the question: What can I do for others today? In the classroom; in the playground; at home this evening. - What am I good at? What would I need to give up in order to help? Give them a task sheet, with two frames: one "Helping Others" and one headed "Helping Myself". Ask them to draw themselves having made choices to help others or themselves. Encourage talk about how hard it can be to help when you really want to do something else. - Explain the way some people when they are older give up a lot of their time to help others. This could be their chosen job: e.g. the caring professions. Can the class list some such people? Or it could be unpaid: giving up a summer holiday or a gap year, or helping in other ways such as charities associated with school. Do they know any such people themselves? Link this with visitors, in assembly perhaps. What do these people give up/ sacrifice in order to help? Ask the pupils to imagine doing something generous with a year of their time when they are 20. What would they do?	Respond to the story of Zacchaeus thoughtfully and sensitively for themselves Make links of their own between the story and their own lives Describe the values of fairness and generosity Apply the ideas of 'repentance' and 'conversion' to this story, and give modern examples of these ideas	<i>Note that this story can also be used in the Easter Unit on new life – don't do both!</i> <i>Make sure that the negative topic of meanness is not an occasion for any names to be used. Accentuate the positive!</i>
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“We all need encouragement”. What does this mean? Is it true? Who can encourage us to live more fairly?			
Pupils will identify some ways that the stories they hear show helpfulness and care They have opportunities to relate the person’s caring approach to their religious belief Pupils get the chance to reflect on the idea of God ‘calling’ people to care	Stories of inspiring people who cared for others: encouraging each other to care. • Use a story of Mother Teresa or Doctor Barnardo (or a similar famous Christian person) to illustrate how some people have shown their care to people in a very specific way. These are stories of people who cared in exceptional ways, and were good at helping others to care too. They were great encouragers. • Pupils could act out the story, make a picture or collect pictures to make a montage of people needing help (e.g. homeless, hungry, refugees etc). • Pupils could talk about what it might be like to do a ‘job’ like that. Would they like to help someone being sick or dying or smelly and dirty? Can music make us care more? • Listen to the song ‘We all need encouragement’ from the CD ‘Build Up’ (Fischy Music). The song opens up the idea that with encouragement, we can do anything better, and those who care for us give us that encouragement. The chorus line is: ‘We all need encouragement, I do believe, We all need encouragement, like the air we breathe.’ • Talk about who encourages us, and how we can help each other to be better at caring. Pupils might like to think about ways they can show they care at home. They might like to sing the song together. Questions of wonder: • Concentrate here on the question of who cares? Many of us care for our own families, and our friends, but some special people seem to be able to care for those no one else is bothered about. • Review the unit and the stories and music children have listened to, and think about what makes some people specially good at caring. You might ask pupils to listen to the song again quietly, and think about the ways they can be encouragers and carers.	Pupils will be able to: Describe how some people give ‘extra special’ care because of their religious beliefs Make links between their own ideas about caring and religious ideas Apply the ideas of encouragements and inspiration for themselves to several examples	Families are all different. Some pupils may be ‘looked after’ or refugee and have issues about personal care or family background. This unit can open up such issues sensitively.

What did Jesus teach about fairness and forgiveness?

Become familiar with the story of the lost son and its teachings about forgiveness. Think about examples of Jesus teaching on forgiveness and fairness and generosity.	What did Jesus think and say about forgiveness? - Read, tell or watch video of Jesus story about forgiveness, the Lost Son (from Luke 15). Tackle the story in three parts, and ask the children as you break off ‘Guess what happens next in this story?’ Break the first time when the boy is parting from his dad and brother, the second time when he is feeding the pigs and the third time when the older brother comes home at the end. Guesses may vary, but make the story telling more compelling. This video showing a version of the story is very interesting: https://www.youtube.com/watch?v=I-TkU3O_0JM If this one is not available search youtube for others. Pupils will enjoy working out how it was made. Ask them if the way it ends is good, or if the story should speak for itself without the preacher explaining it. Talk about fairness in the story: - Who was wrong? What might have happened to end the story? Who was forgiven? What effect did that have on their life? What was the response of the person? Of others nearby? Was the dad unfair? Does being fair mean treating both his sons the same? God as the loving father - Tell the children that many Christians think God is like the dad in the story. Ask if they can see some similarities. When God sees us do something wrong, he doesn’t stop us. But if we ask, he does forgive us. Is that fair or generous? - Would it be better for our class if we were all fair, or all generous? - Do we all need forgiveness sometimes? - Look carefully at the account of Jesus being crucified, and his saying ‘Father, forgive them, they don’t know what they are doing’ What did people crucified usually say to those who killed them? What does it mean to ‘practice what you preach’? Did Jesus do this? - Write a short poem about forgiveness or about one of the stories. An additional task could teach the pupils about the story of Coventry Cathedral, bombed by the Nazis in 1940, but ‘risen again’ as a symbol of forgiveness and always active in reconciliation projects. A visit might be a great learning experience! https://www.coventrycathedral.org.uk/wpsite/our-history/ At the time of production of the units there is a short video available here, suitable for Y4. https://www.facebook.com/DioceseofCoventry/videos/2293260070908030/	Understand what Jesus did and taught, saying why it is remembered all these years later Empathise with someone who has suffered or who might need or desire forgiveness, showing their understanding Apply ideas about the consequences of forgiveness for themselves	Sometimes RE uses too much ‘textbook’ and not enough ‘text’. It’s good practice to give pupils these biblical texts to work on in ways that relate to their narrative work in literacy. This often raises standards in RE.
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Why was Jesus killed on a cross?

Pupils will consider the story of Jesus' crucifixion, noticing the unfair things that happened to him and his forgiving response.	Story and fairness ▪ Tell the story of Jesus' betrayal, arrest, trial and death. What is it all about? Enemies, betrayal arrest and death. Point out as you go that there were some unfair things happening: ask children which of these they think was the worst, the most unfair: a. Judas who was Jesus' friend told his enemies where to arrest him in exchange for money b. The crowds. They were jealous of Jesus popularity perhaps, and got carried away in the shouting? They were all behaving as a mob, with no one thinking? c. The soldiers spent time taunting Jesus and pretending he was a king, they tortured him. Did they often do this to victims of crucifixion? d. The Judge Pontius Pilate who should have set free an innocent man was weak, so he let Jesus be taken away to be killed. Why did he give in easily to people asking him to be unfair? e. The soldiers who crucified Jesus said they were 'just doing their job.' ▪ Give pupils a 'pie chart' to slice up in the thinking skills activity called 'Responsibility Pies' Who gets the biggest slice of responsibility for Jesus' crucifixion? Who gets a small slice? Why? This is a very good basis for quality writing. Pupils might do the activity with Bibles open at Luke 22 and 23. ▪ Children might discuss which of these is the worst, and why. (Refer back to lesson 1) ▪ Tell children that this story is from history, but Christians believe Jesus lives today because he came back from the dead. ▪ Guess what Jesus said when he was crucified – was it 'It's not fair?' ▪ After hearing some guesses tell the children that Jesus said 'Father forgive them' – a prayer for the soldiers – when he was crucified. He is revered because his love was not limited. Was that easy to forgive, or hard? Why? What sort of person says that, do they think? ▪ Remind children that the Christians call the day Jesus died 'Good Friday' because his love was tested by cruelty and death, but he did not give in. Remind them that Christians teach that Jesus came alive by God's power the third day after his crucifixion, and they still say today 'Jesus Lives' – the idea of Easter. ▪ Also ask Children to think about this idea: 'We Christians think that Good Friday and Easter Sunday are like two sides of the same coin. No cross, no crown, no death, now triumph. At the cross and in the garden, Jesus shows the power of love over death.' What do pupils think?	Talk about fairness and unfairness in the story of Jesus' death Recall and retell stories about what Jesus did and why Suggest meanings in the words of Jesus they have studied Empathise with someone who has suffered unfairness Describe the consequences of unfairness and the benefits of fairness for themselves Understand and give reasons for what Christians say about Easter and the death and resurrection of Jesus (Step 4)	The story is powerful if it is told with guesswork in the middle. You might get children to make a cross out of words written onto card that describe what Jesus was like.
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Why does it matter to try and be fair? What should we do when things are not fair? Why does it matter to be generous?			
To think for themselves about questions to do with fairness and generosity.	Choose a question, make up some answers. Give pupils in threes a choice of these 6 'tough questions': - Why is life unfair sometimes? - What can we do to make our class fairer? - How do people feel when they are treated unfairly – and what helps? - What did we like about the stories of Jesus? - Should everyone be more generous? - What five things would make our world fairer? Tell them that these are hard questions, but they are to try and answer them, and report back to the class. Give the little groups ten minutes to get their answers ready. They should choose who will speak to report back: what ideas do they have about one or two of the questions? Keep the feedback punchy. What do the stories of Jesus mean? Ask the children to listen carefully – which of the stories of Jesus they have been thinking about could have each of these four titles? Remind them of the stories of the Good Samaritan, the Wasteful Son, Zacchaeus and the Crucifixion. Four possible titles: - From mean to generous - The worst day of all - Surprising kindness - Welcome home Ask the children to make up four more alternative titles for the story, and choose some good ones that show the meanings of the stories.	Recall and retell stories about what Jesus did and why . Suggest meanings in the stories they have studied Empathise with someone who has suffered unfairness Describe the consequences of unfairness and the benefits of fairness for themselves Show their understanding of the value of forgiveness, generosity, kindness	<i>This activity does not provide for individual evidence of achievement, but will give the teacher a lot of information about the steps at which the class are learning. RE units do not need to be assessed too often.</i>