

Year Group	Worldview
Year 1	Christianity
Strand	Reality and Truth
Key Question	What questions do stories in the Bible make us want to ask?
Focus of Study	Focus on parables and miracles from the New Testament e.g. The Good Samaritan and or Lost Sheep: Jesus heals the blind man; Jesus heals the paralysed man and Jesus feeds the five thousand.
Background information for teachers	
<p>The Bible is full of stories. There are stories purported to be real, while others are made up to communicate a message. Many of the stories that Jesus told are enigmatic and raise questions. This unit is designed to begin to teach pupils that it is ok to ask questions. It is also important that pupils learn that there are not always clear and simple answers to questions, and that different people will answer the same question in a different way.</p> <p>This is a gentle way to introduce pupils to philosophical ways of thinking, questioning what they hear and read.</p> <p>Asking 'I wonder' questions will be a good way to introduce this, as pupils are encouraged to think for themselves.</p> <p>The kinds of questions will fall into different categories: questions about the text such as 'Who wrote it' 'where we find it' 'who reads it'. We can also ask questions about the meaning, about whether it is true. We can ask questions about the purpose of the text and how people who read it might respond. We can also investigate the text, asking questions about who the characters represent, or are intended to represent, and discuss their characters. Pupils can think about who they might be in the story or where they stand in the story and why. Godly Play or Dwelling in Story may be useful ways of approaching some of the stories.</p>	
Prior learning	<ul style="list-style-type: none"> • Christians read the Bible to get their ideas. • Bible stories can be read in different ways.
Building blocks	<ul style="list-style-type: none"> • Christians read the Bible in different ways. • It makes them ask questions about how to live, what is right and wrong. • Many people think it helps them to answer some of these questions too.
Outcomes	<ul style="list-style-type: none"> • Pupils are beginning to ask important questions about texts and beliefs and share their own possible answers. • Pupils are beginning to be able to justify their opinions and beliefs, using simple logic and examples. • Pupils can use statements for expressing their ideas and give reasons for their suggestions.
National Statement of Entitlement (NSE)	d, f, j, k
Resources	<p>The Good Samaritan Saddleback Kids</p> <p>Feeding the Five Thousand Saddleback Kids</p> <p>Calming the Storm Saddleback Kids</p> <p>Matthew 14:13 -21 – Feeding the five thousand</p> <p>Matthew 8: 23 – 27 – Calming the Storm</p> <p>https://cdn.shakespearesglobe.com/uploads/2020/05/Winters-Tale-Whoosh-synopsis.pdf</p> <p>Props (pictures to evoke discussion)-</p> <p>Parable - Good Samaritan</p> <p>- Feeding 5000 fish, bread, basket</p>

Engagement	
<p>What do you learn from stories?</p> <p>Share a story with a message e.g. The Little Red Hen or Chicken Licken. Who would you like to be in the story and why? What is the story about? What have you learned from the story? How did the story make you feel and why? Elicit pupils' personal responses, encouraging them to give reasons for their opinions.</p> <p>Explain that in this unit, we will be looking at stories from the Bible. Revise that the Bible is the Holy Book of Christians. Do you know what parts the Bible has? Introduce that the Bible has two main parts – New Testament and Old Testament. The New Testament tells us stories about Jesus and early church. We will be looking at stories from the New Testament.</p> <p>Can you tell any stories from the Bible? Are there any differences between religious/faith stories and other stories? Noah's Ark, Jonah and The Whale, The Creation, the Nativity, Easter.</p> <p>Pupils can draw or choose from a selection, a picture of their favourite story and write a sentence about why they like the story or what they have learnt from the story or what they think the story means.</p>	
Enquire and explore	
<p>What do we learn from the Parables of Jesus?</p> <p>Explain parables are special stories that Jesus used to teach his friends. They are stories with special messages about how Jesus wanted his friends to live. They are easy to remember and are important for many Christians today.</p> <p>Prepare to introduce the Parable of the Good Samaritan (Luke 10:25 -27), in a story version, such as the International Children's Bible translation. Before reading the story, introduce the main characters and say something about who they are. Explain that a Jewish priest would be the most important leader of his people and Levites helped the priests in their temple work. Explain that the Samaritans and the Jews did not get on very well. Use visuals or actions and read the story without the title and ask the pupils to think about things that they don't understand or want to ask questions about.</p> <p>As you read, using the woosh technique, act out the story and pause at the point when the Samaritan has to make a choice. Use conscience alley and ask children to give suggestions to the good Samaritan about what he should do with the injured man. Encourage children to give reasons for their suggestions. The Samaritan will decide what to do based on the pupils' suggestions. After reading the story, discuss what pupils have found out.</p> <p>Was there anything that surprised you? Why? Do you have any questions about the story? How did the priest and Levite behave towards the injured man? Is that behaviour, right? Why? Why not?</p> <p>What do you think Jesus was trying to teach his disciples/ friends? Which one of the men treated the injured man as their friend? Who is your friend?</p> <p>Lost and found?</p> <p><u>Homework prior to lesson:</u> Bring in your special treasure.</p> <p>Explore the story of the Lost Sheep (again don't share the title). Have you got a special treasure? What is it? Why is it special to you? Have you ever lost anything that was special? What happened? How did it make you feel? Have you found what you have lost? How did you feel after? Share the story – read it or act it out in a role play the story so that the children are familiar with the events. Hot seat the shepherd (teacher in role) – children prepare questions for the shepherd. Encourage children to ask about what happened and how the shepherd felt at different points in the story. Give children questions words to support (why, when, how, where).</p> <p>What do you think Jesus was trying to teach his disciples/ friends? How did the shepherd feel about the sheep that was lost? How do you know that the lost sheep was very special and important?</p> <p>Revisit the questions from the start of the lesson. How would they be answered for this story?</p>	

Miracles of Jesus – are they tricks or real?

Share a magic trick or card trick with the pupils. Was it a trick? Was it magic? Is magic real?

Or use the soap trick video shared in the resources section.

Introduce Calming the Storm and or Feeding the Five Thousand using video or story from the Children's Bible. What happens in the story? Do you think it was magic or a trick? Why/ why not? Introduce the word miracle and explain that a trick or magic is something that humans can do to trick you into thinking that something is real. A miracle is supernatural and beyond what humans can do or are capable of. Share your trick to make it explicit that it is a trick.

Watch the story again and look out for the miracle and see if you can identify what it is. Explain that most Christians believe that miracles are not tricks but things we cannot explain.

Roleplay the story – pupils being either Jesus' friends in the boat or the people who are fed. Use playground equipment to build the boat and textiles to be the waves. Encourage pupils to be in character and create a freeze frame and use thought tracking. Record their freeze frames (pictures and video).

Evaluate	
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The puzzling story?

Quick recap of the different Bible stories we have looked at. Did one story puzzle you more than the others? What puzzled you most in that story?

Ask pupils to choose the story they had the most questions about and stand in a particular area of the classroom. Ask pupils in their groups to talk about and share the story and come up with three good questions that they wanted to ask.

Reflect and communicate	
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Whole Class Question Bank – What questions do stories make us want to ask?

We have been learning about different Bible stories from the New Testament, today we will be thinking about what questions we could ask when we read and explore stories? Model some example questions e.g. Who are the characters? Where is the story set? What happens in the story?

Share question starters / words e.g. who, what, where, why etc. Brainstorm ideas as a whole class with teacher recording these in the Class Question Bank for Stories (Notebook, flipchart) – take this into year 2 to use as a basis for exploring stories in the Bible further.

Assessment Opportunities	<p>Pupils can recall some events in a parable or a miracle.</p> <p>Pupils can talk about what they have learnt from a story in simple terms.</p> <p>Pupils can ask simple questions about a story.</p>
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