



KS2 Religious Education Year 3 Spring 1 – 7.5 hours

Theme/Unit: Jesus, his teachings and his message

Key concept: Messages



Enquiry: *How do we learn and convey important messages in life?*

Unit Summary:

In this unit, children learnt about the stories and actions of Jesus Christ. They consider what messages he was trying to convey in his actions. Children think about how these messages may or may not be relevant in today's world and in their own lives.

Prior Knowledge:

Children will be familiar with who Jesus is and be able to explain why he is important to Christians. They may have heard stories or fables associated with Jesus e.g. feeding the 5000. Children may have heard other fables, not necessarily religious and have discussed the key messages and lessons.

Year 3/4 Objectives:

- Communicate** Children can describe their own responses to the human experience of the concepts studied.
- Apply** They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
- Enquire** They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
- Contextualise** They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.

Key Vocabulary:

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| Jesus | A first-century Jewish preacher and religious leader. He is the central figure of Christianity. Most Christians believe he is the incarnation of God the Son and the awaited Messiah prophesied in the Old Testament. |
| Message | A significant moral point that is being conveyed by a film, speech, story etc. |
| Parable | A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels. |
| Moral | A lesson that can be derived from a story or experience |
| Sermon on the Mount | A collection of sayings and teachings of Jesus Christ, which emphasizes his moral teaching found in the Gospel of Matthew. |
| Lord's Prayer | A central Christian prayer which, according to the New Testament, Jesus taught as the way to pray. |
| Zacchaeus | A chief tax-collector at Jericho, mentioned only in the Gospel of Luke. A descendant of Abraham, he was an example of Jesus's personal, earthly mission to bring salvation to the lost. |
| Breaking the Sabbath | The failure to observe the Biblical Sabbath and is usually considered a sin and a breach of a holy day. |

Spiritual: providing an opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Working and socialising with others in a range of learning opportunities.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Text drivers/Resources:

Images of Jesus topic box (RE Centre 01962 863134) providing pictures and images of events in Jesus' life.

Gospels and stories relating to messages.

<https://examples.yourdictionary.com/parable-examples.html>

<https://www.youtube.com/watch?v=Q9Wpd2pDg2I>

| 5-Step Enquiry: How do we learn and convey important messages in life? | | Assessment |
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| Step 1 | <p>Enquire: What is a message? <i>What is a message? Why are they important? Why do we need them? What do we mean when we talk about someone's teaching or their message? Use a range of pictures of Jesus to prompt further discussion. What does the picture tell us? What is it about? Do we know what Jesus looked like? Do the pictures give us any clues about his message?</i> Children speculate and jot down in groups what they think Jesus' message was.</p> | <p>Basic:</p> <ul style="list-style-type: none"> Identify the messages that were sent. Label/match with pictures. Role play/freeze frame to depict these messages <p>Learned:</p> <ul style="list-style-type: none"> Create points either for/against the motion. Discuss the points made with a peer Begin to discuss/note down the opposite point of view <p>Deeper:</p> <ul style="list-style-type: none"> Speak confidently about their side of the motion Counteract the opposite side of the motion Conclude at the end of the debate – sticking to their side or changing to the opposing side (explain why) |
| Step 2 | <p>Contextualise within Christian practice/belief Examine a series of stories and teachings of Jesus, eg: parables, Sermon on the Mount, Lord's Prayer. Use drama, storytelling and hot-seating to explore the messages – focus on the message in the material. Children prepare a character profile of Jesus which features his <i>message</i>.</p> | |
| Step 3 | <p>Evaluate Ask children to speculate about the impact of some of the messages, eg: Zacchaeus, breaking the Sabbath. Act out and freeze frame. <i>Do they think these messages are important for Christians? How and why/why not? Would it matter if Jesus had not had a clear message?</i> Role play or provide simple case studies for different groups about when some messages might still be useful (eg: forgiveness, turn the other cheek). Class debate for the motion on <i>Jesus' messages are not significant in today's society</i>. Children speak for or against. They make notes in <i>for</i> and <i>against</i> columns on a sheet of paper.</p> | |
| Step 4 | <p>Communicate Can they recall any particular messages that someone has given that has had an impact on their lives? (eg: when someone spoke at school about <i>stranger danger</i>, when they heard about how smoking can kill you). Share ideas. <i>Do messages change the way people behave? Do you think unpopular messages are still important? Who has popular and unpopular messages for us in today's society or in school? How are the messages delivered? Do they change/affect the way people behave? Why/why not?</i> Discuss. Children, in pairs, consider what message they would want to give members of the class, or the school, or British society or the world. <i>How would they deliver their message?</i> Children write a poem or a paragraph of persuasive writing about their own message for the class, world, etc. Discuss ideas.</p> | |
| Step 5 | <p>Apply their responses to different situations and different people. Continue from above. Discuss as a class. <i>Are people always ready to hear a new message? Why/why not? In what situations would people be open to listen to a message? Why are some people resistant to some messages?</i> (For example, the Government telling people to eat five helpings of vegetables or fruit a day.) <i>Did this resistance apply in Jesus' day? Why/why not?</i></p> | |



*Our Father,
who art in heaven,
Hallowed be thy Name,
Thy kingdom come.
Thy will be done,
on earth as it is in heaven.
Give us this day our daily bread.
And forgive us
our trespasses.
As we forgive those
who trespass against us.
And lead us
not into temptation,
but deliver us
from evil.
Amen.*

<https://www.youtube.com/watch?v=QIQeriw-USs>

