



KS2 Religious Education Year 5 Autumn 2 – 7.5 hours

Theme/Unit: Christmas: the two birth narratives

Key concept: Interpretation

Enquiry: *How does interpretation affect what we believe?*



Unit Summary:

Children will understand the two birth narratives and how these can be interpreted in different ways. Children will look at how interpretation of different scenarios can happen in their own lives.

Prior Knowledge:

Children will have knowledge of who Mary, Joseph and Jesus are as well as the Holy Trinity.

Year 5/6 Objectives:

- Communicate** Children and young people can explain their own responses to the human experience of the concepts explored.
- Apply** They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
- Enquire** Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions and they can describe some key concepts that are particular to the specific religions studied.
- Contextualise** They can explain how these concepts are contextualised within the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
- Evaluate** They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Talking with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues raised.

Key Vocabulary:

Narratives	A spoken or written account of connected events
Interpretation	The action of explaining the meaning of something
Fairness	Impartial treatment of various parties
Motive	A reason for doing something

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:

- Bibles and copies of stories for annotation: Matthew 1:18–25 and Matthew 2:1–23, Luke 2:1–20 and Luke 2:39–40.
- *Christmas at KS2 RE teaching pack* (RE Centre 01962 863134)

- Fictional or non-fiction stories. Modern and/or traditional art.

5-Step Enquiry: <i>How does interpretation affect what we believe?</i>		Assessment
Step 1	<p>Enquire: <i>What does interpretation mean?</i> Two children (or teachers) each recount their own interpretation of one story. Ask pupils to record the important parts of each telling, including the key characters. Note any similarities and differences. <i>What difference do these make to the story?</i> Encourage children to speculate upon the importance of the two versions. Class discusses which is the most important. <i>Why?</i> Reflect on the above activity. <i>What does interpretation mean?</i> Children in pairs write a description or definition for the concept of interpretation. Compare and refine as a class.</p>	<p>Basic:</p> <ul style="list-style-type: none"> Interpret/understand/identify something from a stimulus e.g. a picture. Ask a friend how they interpret it Note the similarities/differences <p>Learned:</p> <ul style="list-style-type: none"> Interpretations in a variety of contexts. Ask a friend how they interpret it Justify why we have different interpretations of the same stimulus Use a word bank to help <p>Deeper:</p> <ul style="list-style-type: none"> Role play a situation (no words and only miming) and ask the children to interpret what is going on. What else could it be? What questions would you ask to find out more?
Step 2	<p>Contextualise: <i>What does interpretation mean in the birth narratives?</i> Teacher shares, or children read, the two birth narratives found in Matthew and Luke (see references in <i>Resources</i> box below). Ask children to record the important parts of the stories, including the key characters. Class discusses whether they think one is more important. Opinions need to be justified. Establish that children have been interpreting two important Christian stories which contain similarities and differences. In groups, split the children to make reference to Matthew or Luke and answer the following questions: <i>Where did Mary and Joseph live at the beginning of the story?</i> <i>How did Mary become pregnant?</i> <i>Where was Jesus born?</i> <i>Who visited the baby Jesus?</i> <i>What happened after the visitors left?</i> <i>Where did Joseph and Mary live at the end of the story?</i> Individually, or as a class, children produce a Venn diagram. Children discuss why they think that there are two stories about the same event and why these stories have similarities and differences.</p>	
Step 3	<p>Evaluate: <i>What is the value of the different interpretations to Christians? What do I think?</i> Class, in role as theologians, articulate/express their opinion about why they think there are two different birth narratives. (NB: theologians believe that the writers were writing for different audiences.) Question: <i>Does it matter that there are different interpretations of this story?</i> Invite a vicar or Christian visitor to contribute to the class discussion. Write a short explanation.</p>	
Step 4	<p>Communicate: <i>What does interpretation mean to me?</i> Question your pupils: <i>What do you interpret in your life?</i> Pupils discuss in pairs then as a class. Note their responses. Encourage pupils to participate in activities that possibly demonstrate the concept in their lives, eg: interpret a piece of modern or traditional art, interpret a difficult playground situation, interpret a text with missing paragraphs, interpret a <i>Chinese whisper</i> or interpret a photograph. Children discuss with others why they interpreted the picture, story or situation differently. Children produce a paragraph focusing on how they interpreted one of these in comparison to how a friend interpreted one of these.</p>	

Step 5	<p>Apply: <i>On what occasions and in what situations is interpretation significant?</i></p> <p>Scenario: a playground problem between two children who have different version of events needs to be addressed. Normally the teacher would listen to both interpretations of the event and try to determine what actually happened. On this occasion, the teacher will believe the first child to recount their story.</p> <p>Class discusses/provides the skeleton of the story to then be embellished: <i>How would the children and teacher feel? Do you need to consider both versions of events? Could a child be unfairly treated? What are the consequences of this?</i> Continue to explore the benefits of analysing different interpretations of an event. <i>Why do people interpret things in different ways? What are their motives? Is it useful on some occasions and not on others?</i> Discussion could be extended to thinking about people on trial in court, how current affairs are reported in the media, records of historical events (useful literacy and history links here).</p>	
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