Coley Primary School – Medium Term Planning

Year	2 – Term 2	Topic	RE – Christianity - Kindness

Theme: What did Jesus Teach?
Question: Is it possible to be kind to everyone all of the time?
Religion: Christianity
Learning Objective: We are learning We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.

Berkshire-Pan Agreed Syllabus Objectives:
Qu.5 Why do some people follow religious leaders and teachings?
Exp. b) Retell a range of religious stories and explain how they link to the core beliefs and practices

Prior Learning	Future Learning
• I remember some of the story of Christmas • I know that Jesus was born in a stable surrounded by animals. • I remember that Christians believe Jesus is the Son of God. • I remember the names Joseph and Mary. • I remember there were shepherds and angels in the Christmas Story and that Mary travelled on a donkey.	•

What Pupils need to know or do to be secure	
Key Learning	**Possible evidence**
• It is difficult to be kind all the time especially when others are nasty or unkind towards us. • Sometimes we have to make a choice to be kind even when it is difficult. **The story of the Samaritan man** • This is a **parable** where Jesus gives an example of how to be kind to an enemy. • In Jesus' times, **Samaria** was a nearby region. **Jews** despised Samaritans because they were mixed race. • In the story, a **Jewish** man, is attacked by robbers, who leave him for dead on the road. Then, a **priest** and a **Levite** went past but did not help him. Finally, a **Samaritan** man saw the man and had **compassion** for him. He cared for his wounds and even paid for him to get looked after at an **Inn**.	• Role playing the story of the Samaritan man and the Paralysed man through freeze frames. • Watch the "Miracle Maker"clips for both stories. • Use small puppets to reenactthe story. • http://www.freebibleimages.org/illustrations/paralysed-man-roof/

Coley Primary School – Medium Term Planning

- Jews believed **Samaritans** were unclean people so they would not travel through the **region**.
- Jesus mentioned the **Samaritan** man in this parable because he would be the least likely to ever help a Jew.
- The **priest** in the story represents religious-acting people who would talk about the rules but did not actually act on them. This priest did not help the man because it would have made him unclean.
- The **Levite** (a legal expert) knew the Law, which compelled the Jews to help an injured person but he refused to obey it.
- Yet the one who helps the man is a Samaritan. He truly "loves his neighbour" even to put himself out by helping the injured man and paying for him to stay at the inn

The story of the Paralysed Man

- This is a miracle recorded in one of the **Gospels.**
- Jesus was in **Capernaum** teaching a large crowd, when four determined men, who were bringing their friend to be healed, interrupted him.
- They made a hole on the roof of the house Jesus was at and lowered him down in front of Jesus.
- Jesus had **compassion**on the man and did two important things:
- He **forgave**the man's sins and which was a claim that Jesus was the Son of God. This set Jesus at odds with the **Pharisees.**
- He healed the man who had been ill from birth.
- The Bible shows Christians that Jesus taught that everybody is their neighbour and that they should show compassion and kindness to all, even if this will go against expectations or **tradition**.

Key Vocabulary

Kind - generous, helpful, and thinking about other people's feelings
Kindness - the quality of being generous, helpful, and caring about other people, or an act showing this quality
Parable - a short, simple story that teaches or explains an idea, especially a moral or religious idea
Samaritan – a person from Samaria
Samaria – is a historical and biblical name used for the central region of the ancient Land of Israel.
Jewish man – a person from Jewish descent

Coley Primary School – Medium Term Planning

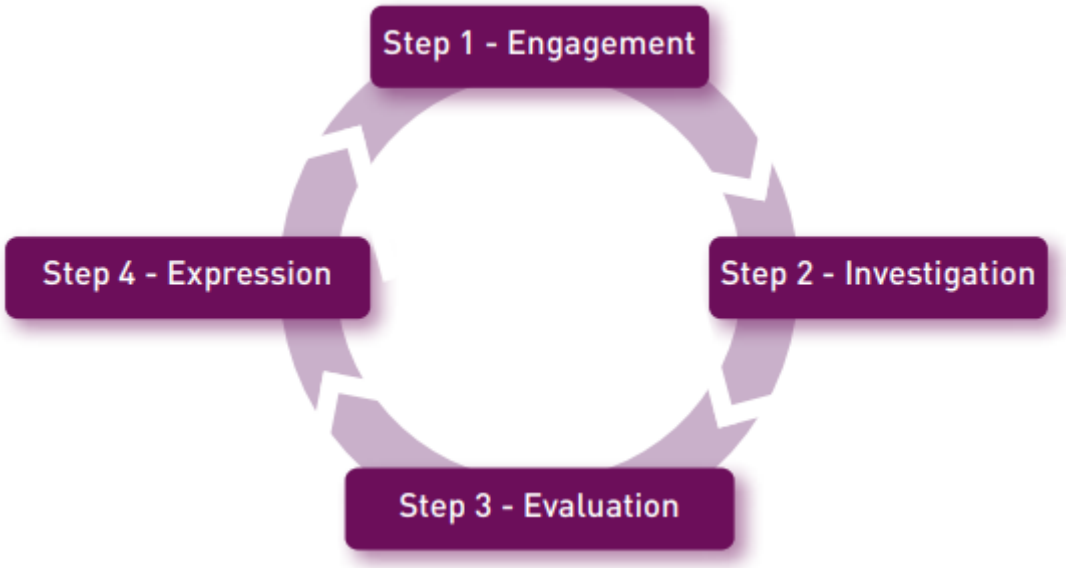
Priest - a person, usually a man, who has been trained to perform religious duties **Pharisee** - a member of an ancient group of Jews who believed in obeying religious laws very carefully and separated themselves from the ordinary people **Levite** - a member of the Hebrew tribe of Levi, especially of that part of it which provided assistants to the priests in the worship in the Jewish temple. **Inn** – a guesthouse. **Forgive**- to stop blaming or being angry with someone for something that person has done, or not punish them for something **Compassion**- a strong feeling of sympathy and sadness for the suffering or bad luck of others and a wish to help them **Gospels** – the first four books of the New Testament, which record the life of Jesus. **Capernaum** – was a fishing village **Paralysed man** – a man who is unable to move. **Tradition** - a belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time	

Coley Primary School – Medium Term Planning

Common Misconceptions

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Enquiry Based Approach and outline of lessons



Step 1 – Engagement (1 lesson) - The human experience underpinning the key question is explored here within the children's own experience, whether that includes religion or not.
Step 2 – Investigation (up to 3 lessons) - The teacher guides the children through the enquiry and series of lessons (about 3), children gaining subject knowledge carefully selected to assist their thinking about the key question.
Step 3 – Evaluation (1 lesson) - This lesson draws together the children's learning and their conclusions about the key question of that enquiry. This is an assessment task (the activity sheet and resources are included) which the teacher can assess by using the age-related expectation descriptors at the end of each enquiry.
Step 4 – Expression (1 lesson) - Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.

Activities

Lesson 1 - Step 1 Engagement – Introduction to the theme or big question

- Circle Time: What does it mean to be kind? Who are you kind to? Who is it easy to be kind to? Do you think you are a kind person? What makes it tricky for you to be kind? Is it possible to be kind to everyone all of the time?
- Puppet scenario with a puppet having done something wrong by hurting a friend. How does he feel? What could he do now? How does the hurt puppet feel? Was the puppet right to hurt the other one?
- Tell the children the rest of the scenario, explaining what the other puppet had done prior to this act, e.g. the puppet pushed his friend over as he had said unkind words to him. Should the puppet have done this? How did it feel to be on the receiving end?
- Activity: Children to make a Conscience Alley, deciding what the puppet could/should have done. The class forms two lines facing each other. One person (the teacher or a participant) takes the role of the protagonist and walks between the lines as each member of the group whispers their advice. When the protagonist reaches the end of the alley, they make their decision. Qu: Is it easy to be kind all of the time?
- Use Activity Sheet 1 to draw an occasion when you were kind to someone even though it was difficult

Lesson 2 & 3 – Step 2 - Investigation Learning about why Christians believe God gave Jesus to the world.

- Recap last week's lesson regarding how we can be kind and when we find it difficult to be kind.

Coley Primary School – Medium Term Planning

- Introduce the key question: Jesus taught us to be kind to everyone but is it possible to be kind to everyone all the time?
- Introduce them to the concept that someone has lived on earth who managed to be kind all the time despite circumstances. Do they know who it could be? TPS. Shower ideas from the kids and praise all attempts.
- Introduce Jesus as a man who lived a long time ago. His life is recorded in the Bible. Show they a variety of Bibles.
- Discuss what the Bible is and who it is special to. Explain that the Bible recounts the life of Jesus and contains lots of stories which Jesus told people. Today we are going to read the story of The Good Samaritan.
- Samaritan: Discuss the word 'Samaritan', ask children what they think it might mean? Has anyone heard the word before? Explain the difference between what the word meant in biblical times and what the word usually means now.
- Tell the story of the Kind Man (The Good Samaritan Luke 10: 23-37) using the presentation provided or video clips or story from book.
- Get the children to look at the presentation. What do they think the story would be about? Why does this man have a donkey? What types of clothes or shoes is he wearing? Elicit answers from the children after TPS. Ensure the children understand that this parable is a story that Jesus told to teach a lesson. This story happened thousands of years ago. There weren't any cars then so people travelled by donkey or walked. If you were very rich, you might have had a horse.
- Start reading the story and explain terms like Levite or Priest so the children understand that this were people who worked at the Temple. They would have been doing God's work and therefore should have been kind to everyone.
- Stop the story at 3 poignant times:
    - When the priest sees the Jewish man.
    - When the Levite sees the injured Jewish man.
    - When the Samaritan man sees the injured Jewish man.
- Ask the children, in turn, do you think he'd help? Why do you think that?
- Elicit answers.
  Who was a Samaritan?
  What do you think Jesus was trying to teach Christians? Which part of the story is the most important and why? Was it easy for the Samaritan man to be kind to someone who he considered his enemy and didn't know?
- **Qu: Why do you think Jesus told this story (parable)?**
- Christians believe Jesus could be kind to everyone because God was helping Him. They believe He is God on earth.
- Activity 1: After listening to the story, get the children into 3 groups with an adult each and elicit from the children how the Samaritan Man helped the injured Jewish man. Then, get the children to share their ideas with the rest of the class in turn.
- Activity 2: Get the children to draw the part of the story of The Kind Man which they think is the most important and write why.

Lesson 4 – Step 2 – Investigation – Learning about whether is easy to be kind at all times.

- Recap the story
- Tell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) or watch animation https://www.youtube.com/watch?v=7l5yFH64QhQ
- The story of the Paralysed Man
- This is a miracle recorded in one of the Gospels.
- Jesus was in Capernaum teaching a large crowd, when four determined men, who were bringing their friend to be healed, interrupted him.
- They made a hole on the roof of the house Jesus was at and lowered him down in front of Jesus.

Coley Primary School – Medium Term Planning

- Jesus had compassion on the man and did two important things:
- 1. He forgave the man's sins and which was a claim that Jesus was the Son of God. This set Jesus at odds with the Pharisees.
- 2. He healed the man who had been ill from birth.
- The Bible shows Christians that Jesus taught that everybody is their neighbour and that they should show compassion and kindness to all, even if this will go against expectations or tradition.
- Who showed kindness in the story? Jesus? The man's friends? The crowd? What message does this story give us?Why do you think Jesus showed kindness to someone he didn't know? How was Jesus able to do this, even though it was difficult?
- Activity: Children to get into groups and reinact the story. Children to perform the story to another group. Children to answer what these stories teach us about how Jesus treated the man and how we should treat others. paralysed man.
- Activity 2: Children to draw a story board about one of the stories.
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Lesson 5 – Step 3 - Evaluation – Re- Introduce key question: Why do Christians believe God gave Jesus to the world?

- Revisit the key question and recap the learning
- Jesus tells Christians to be kind to everyone. How do they achieve this? How do Christians outwork their faith? What ways do they have to follow Jesus' example and lifestyle?
- Show the children the video about the Salvation Army. https://www.salvationarmy.org.uk/resources/schools-resources/what-salvation-army
- Watch the video a couple of times. Give the children some mini whiteboards on the carpet. Get them to write some of the ideas as they see them on the video.
- Activity: Distribute the children in groups. Give them a set of cards each with a F/c paper. Get them to stick and label some of the practical ways in which the Salvation Army help others in the community following the example Jesus set.

Lesson 6 – Step 4 - Expression – **(Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs.)**

- Revisit Session 1 - What does it mean to be kind? Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on? How can you be a better friend? Can we work on being kind to everyone in our class all of the time?
- Make a Kindness Charter or poems reflecting how to be kind and read one each morning in the class reflection time.