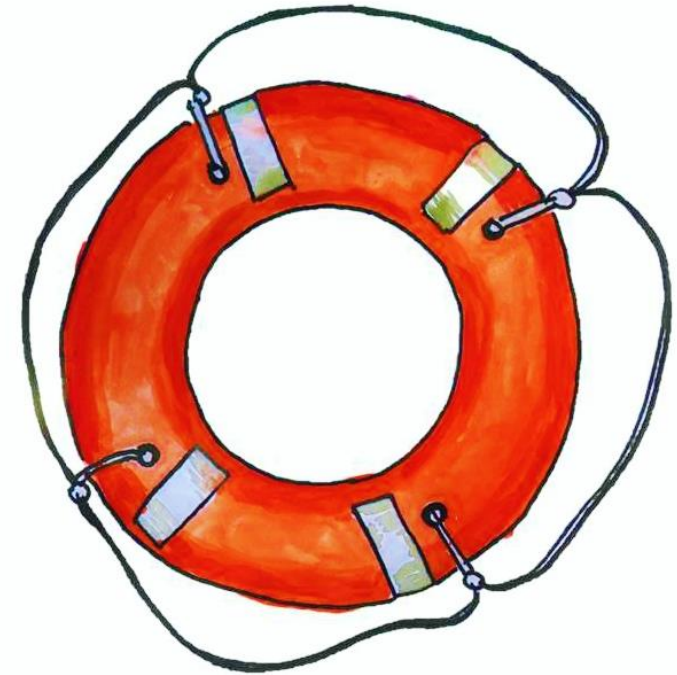


KS2 Christianity: Inspirational People

**How does believing
Jesus is their saviour
inspire Christians to
save and serve others?**



**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 2**



THE CHURCH
OF ENGLAND
**Diocese of St Edmundsbury
and Ipswich**

Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



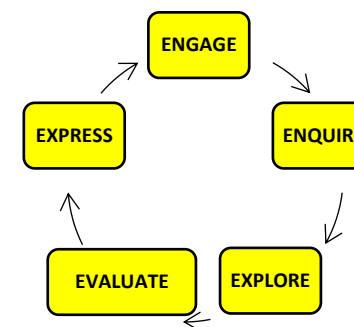
This unit for Key Stage 2 pupils focuses on the Christian concept of 'salvation'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Inspirational People: Why some figures e.g. founders, leaders and teachers, inspire religious believers'.*

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through an enquiry cycle in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.

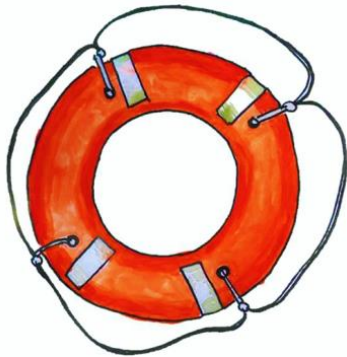


Assessment guidance is provided at the back of the unit. It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Christian concept: **SALVATION**



- **Rescued from danger**
- **Restored / restoration**
- **Kept safe or returned to safety**
- **Given a new start**
- **Given the help you need**
- **Provided with an escape route**
- **Sorting out the mess**
- **Putting things right**
- **Redeemed / redemption**

The Christian faith rests on the concept of 'salvation' and the belief that Jesus 'saves' people. He saves them from 'sin' and all that cuts them off from God, he saves them for a future in heaven with God and he challenges his followers to bring hope and salvation to the world in which they are living.

A less than perfect world?

Stories of rescue surround us, in films, books, the news. We hear of people having near misses, close shaves. We rejoice when people survive against the odds. Even when things don't appear so bad, we watch programmes about making our cooking or the garden better—improving the situation. Is it all a symptom of dissatisfaction, of a feeling the world somehow needs improving, is less than perfect — is in need of 'salvation' or rescue?

The word 'sin' is often misunderstood in today's world as simply mean things people do wrong. It may include these things, of course, but in the Bible and Christian understanding 'sin' is all that cuts people off from God. It is a word which means all that is unsatisfactory and imperfect. Some Christians believe that the term 'sin' originates from archery and means to 'miss the mark'. So when the Bible says 'all have sinned and fall short of the glory of God' (Romans 3 v.23), most

people would understand that they are simply not perfect and often fail even to live up to their own ideas of goodness.

A rescue mission?



The Bible is sometimes known by Christians as 'Salvation' history. It tells the story of how humans were cut off from God at the 'Fall' when the first humans decided to disobey God's direct command (see Genesis 2). It relates how through generations God called people back to himself and prepared the way for the coming of Jesus whose name means 'he saves'.

Every year when the Christmas stories are told, the word 'saviour' is prominent. The angel Gabriel tells Mary to call her son Jesus — because he will save people from their sins, Joseph is told the same and the shepherds are told to visit the 'saviour' in Bethlehem.

When Jesus began his three year ministry, he demonstrated the ability to 'rescue' in his meetings with other people who were changed by their



**You shall call his name
Jesus because he will save
his people from their sins**

**The Son of Man came to
save sinners...**

**God so loved the world that
he gave his only son so that
anyone who believes in him
would not die but have
everlasting life...**

Words from the Bible

encounters. Stories such as the storm at sea illustrate Jesus' ability to 'save'. Christmas carols talk about the coming of a saviour and many express great joy at Jesus' coming.

Dying to save us?

It is, however, the end of Jesus' life which is connected most strongly with the idea of 'salvation'. For Christians, it is the death of Jesus which brings forgiveness and a mending of the broken relationship with God. He 'saves' them from the sins which cut them off from God and ultimately cut them off from eternal life in heaven with



God. Jesus' resurrection is the seal, the proof that, the rescue mission, has been successful.

Many Christian songs express the idea of being saved because of Jesus dying in their place, of his giving his life for their rescue e.g. *When I survey, When I think about the cross, My Jesus my Saviour.*

At the end of their own lives, when all humans will stand before the throne of God for judgement, those whose faith is in Christ will not be condemned by their sins because Jesus has paid the price for them to go free.

Ultimately Jesus' death undoes the damage inflicted by the 'Fall' and restores wholeness and perfection to a broken and fallen world.

For Christians Jesus' death is evidence of the love God has for them, whether people have gone wrong deliberately or been misled. 'While we were yet sinners, Christ died for us,' wrote St Paul in Romans 5:8. The greatest love is shown when someone gives their life for you, said Jesus; this verse from John's gospel is often inscribed on war memorials.



Saved for a purpose, saved to serve

Often people surviving terrible events feel they have been rescued for a reason; for Christians the sense of being in a team helping to rescue others can be strong.

The Salvation Army is a good example of a Christian

group involved in rescue missions – street children, debtors, drug addicts, etc.



Other Christian examples are: Toy Box, Mercy Ships, Leprosy Mission, World Vision, Town Pastors, Christian Aid, Tear Fund.



Are you saved?

Christian 'salvation' is about recognising that every human needs a transformation that cannot be effected solely through human efforts. This belief is not just about physical rescues but about spiritual rescue from sin and death.

Many Christians travel to the ends of the earth as missionaries with the good news of salvation, and invite people to put their faith in Jesus Christ as their saviour, the one who can rescue and restore them.



How does believing Jesus is their saviour inspire Christians to save and serve others?

ENGAGE

with the idea and meaning of the words **save, saviour and salvation.**

End of year expectations

The Y3/4 'I can's' below are to help with assessment. For Y5/6, see grid at the back. Please consult your RE leader about assessing RE and check advice at the end of the unit.

3d I can ask recognise some of the things which influence me to help others e.g. family, friends, faith

How could you use a rope in a rescue?



Sam loves rescues. Now he can swim, he has signed up to start life-saving club at the swimming pool.

He wants to get his Rookie Lifeguard bronze award (see **Re-sources**). He was wondering if he should practise with one of dad's tow-ropes. He began to dream of all the rescues he could do with his rope!

Show 6-7 metres of strong rope, e.g. tow rope. Ask how it could be used in a rescue or to save someone or something. How many different ways can you think of?

Ask children to represent one of their ideas using play-dough /Lego for the people / objects and a piece of string for the rope.

Discuss what their models show, building up the vocabulary: save, saviour, salvation, rescuer, help, and sacrifice.

What does a rescue look like?

Display some DVD cases of children's films e.g. Lion King, Frozen, Tangled. Or of pictures of key characters on whiteboard. These films have rescues in them. What other films can you think of? Do any of them have rescues in them?

Discuss this in 'Talk Trios' and then individually draw a quick sketch of a rescue moment in a film, on A4 paper using marker pens.

Invite 2 children to hold your rope up like a washing line. Peg the pictures on the rescue rope to create a 'rescue' art gallery. Look at all the pictures and see which you can guess.



See note on Sam in the **Resources** at the end of the unit.

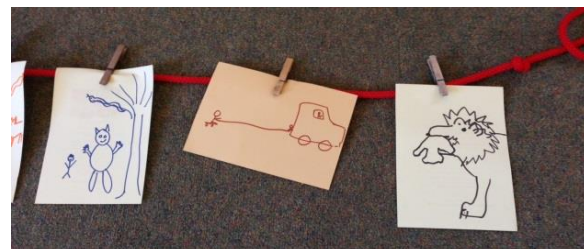


Teachers should read the introduction to 'salvation' first.

Update film titles to those children are most likely to know.

Talk Trios – a group of 3 talking partners, rather than 'pair-share'.

Don't forget the rope and pegs!



3f I can link things that are important to me about receiving help when I need it to how I think and behave

Children should write labels for their pictures which answer the questions below and use them to talk about their film pictures to different partners.

- **Who needed rescuing?**
- **Why did they need saving?**
- **Was it someone's fault?**
- **Who was the rescuer?**
- **What did they do?**
- **What did the rescue 'cost'?**



Are rescuers or saviours needed in real life?



Why do you think there are so many rescues in films? Are rescuers needed in the real world? What do you think? Have you ever been the 'rescuer'?

Sam and his family are Christians and Sam wonders if you know that they talk a lot about 'salvation' or 'rescues' at church and that Jesus' name means '**saviour**'? Saviour is like 'rescuer' or 'helper'. Show the symbol for this unit i.e. the life-belt. The word for this belief is 'salvation'.

Christians say Jesus got killed rescuing people. Do you know anything about this? Could you fill in what Christians believe on a giant class label using the same questions as you did for the films?

Are there real consequences or costs to being a 'saviour'? (brief follow-up assembly maybe)

Use the story of the famous historical rescue at sea by Grace Darling, including the effect on her life afterwards, when people hounded her for stories and tried to make money out of her.

Grace said she did not want to be famous; it was God who had helped her accomplish the rescue. What do you think she meant?

Ask the children what consequences the events had for her life. Was it worth it?



Jesus = Greek form of Yeshua or Joshua, meaning 'he saves' or 'saving one' in Hebrew.

Grace Darling:
www.gracedarling.co.uk

<http://rnli.org/sorething/discover/gracedarling/Pages/Key-facts-about-Grace-Darling.aspx>

ENQUIRE

into what it means when Christians call Jesus their 'saviour'

4a I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'

4d I can compare some things (or people) that influence me with who influences other people, including a practising Christian

4e I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect

What questions could we ask about the idea of Jesus as a superhero or a saviour?

If possible, start by watching the song 'Jesus you're my super hero' by Hillsong Kids.

Sam loves rescues! He loves games where he is the hero and rescues people. He is an expert on cartoon superheroes. He likes to think Jesus is a superhero too because he rescues people and the vicar says he came to save the world.

Sam thinks it is great when they sing 'Jesus superhero' songs with all the young people at Messy Church. But Jesus is not the same as Batman and all the others, not really.



Remind children that a superhero saves people. Display pictures of superheroes (Spiderman, Batman, Superman, etc) and one of Jesus around the room. Send children off to write characteristics of these people on post-it notes and attach to the pictures.

Play 'Jesus Super Hero' by Vineyard Worship, another Christian children's song, as children finish. What does this song say about Jesus?

Using pictures and post-its from above, discuss things that are similar or different between Jesus (for a Christian) and a superhero.

What questions could we ask a Christian about Jesus as a 'saviour' or superhero? Why is this man so inspiring for Christians?

What did Jesus say about himself as a Saviour?



Sam has brought in his Bible and a crucifix (or picture of one).

People often talk about Jesus dying on a cross to save them from their sins. But Jesus was saving people all through his life too. There is a story where he actually said he had come to save people - the story of Zacchaeus.

Read a version of 'Jesus and Zacchaeus' which highlights why Zacchaeus was viewed as a sinner or less than perfect.



Messy Church is an international movement. Children and parents do craft on a Bible theme, eat, pray and sing.

<http://www.messychurch.org.uk/>

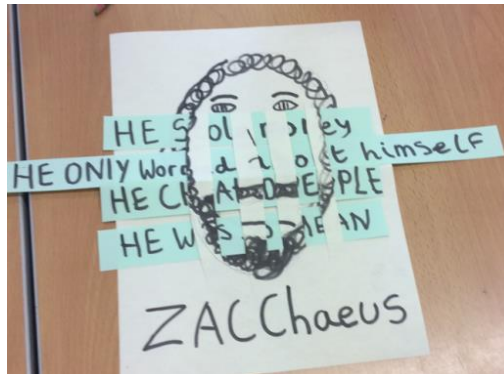
Bible References may look like this: Matthew 5 v. 9 (book, chapter, verse)

A series of pictures by artist Henry Martin
<http://freebibleimages.org/illustrations/hm-zacchaeus/>

The story is in **Luke 19 v. 1-9** in the Bible. Read directly from the Bible, or from <https://www.biblegateway.com/> or from a good story Bible e.g. *The Lion Storyteller Bible*: Jesus and the Taxman. Use the pictures by Henry Martin to support the reading, or other pictures from <http://freebieimages.org/>

Act the story out in groups. Ask children to decide on their favourite part of the story and why.

Why did the crowds see Zacchaeus as a sinner? Do you think Zacchaeus had friends? How did Jesus 'save' him?



What do Christians mean by sin, its affect and how people are 'saved' from it?

Give children a picture of a face (simple outline) on A4 paper to represent Zacchaeus.

Use this as the basis for a paper weaving. Fold the picture in half and cut it ready for weaving with strips of paper.

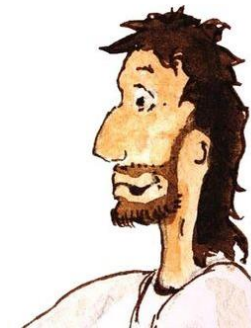
Children write Zacchaeus' sins, or faults on the paper strips and weave them into the face. Half a dozen strips would be plenty. Talk about the kind of things which spoil people's lives e.g. lying, cheating, being selfish.

Ask: What's happened to the picture? Spoilt! The original is there, but not perfect now. **Christians believe** humans are made in God's image but they say the image is spoilt when people disobey God's rules or fail to live up to them.

Return to the paper strips. Ask: What was Zacchaeus being saved from? What changed when he met Jesus? He started to put things right. Which strips could you pull out of Zacchaeus?

What did Jesus say about the change in Zacchaeus?

Jesus said: Salvation has come to your house i.e. you have been rescued. He had already realised he was in the wrong and started to put things right. I wonder how else his life went on to change.



Paper-weaving instructions and pictures easy to find on internet.

'Sinner' – someone who actively does wrong OR falls short of perfection OR doesn't do as they should.

In school we celebrate particular values as right; the opposites spoil school life and we try to put them right.

EXPLORE the Christian belief that Jesus brings 'salvation', through

(i) Biblical narrative

3a I can describe
what a Christian
might learn from a
story about how Je-
sus helped or saved
someone

3e I can ask good
questions about life
after thinking about
one of Jesus' mira-
cles and share ideas
for answers

Teacher's note - Jesus grew up. He became a carpenter. I wonder how it was to grow up with a name which meant 'he saves' or saviour. Lots of boys did at the time. In his country lots of people believed God would one day send someone to rescue them from the Romans, who had invaded their country as well as Britain.

When he was 30, Jesus began to travel around teaching people about God, helping and healing people. He called followers to help him. Many people were amazed at what he said and did and crowds followed him about e.g. Luke 4:14, 4:42, 5:15, 7:17. Others were furious and even tried to kill him e.g. Luke 4:28-30; 5:20, 6:11.



What other examples are there in the Bible of Jesus as a Saviour?

As a starter, show 'What was Jesus like and where did he grow up?' (BBC Pathways of Belief series) 2-3 mins only <http://www.bbc.co.uk/programmes/p0113x4q>

Introduce children to the idea that Jesus quickly became so popular that people followed him everywhere. He was beginning to live up to his name as 'saviour'.

Split class into groups. Give each a Good News Bible, or accessible Bible story book.

Ask each group to look up their story (see below) and read it. They must find the moment of rescue / salvation in their story. Support groups as necessary. As before, sketch the moment of rescue and practise telling the story – before, the rescue and afterwards. When they know the story well enough, children can try acting it.

- The Wedding in Cana/Water into Wine (John 2:1-12)
- Jesus Calms a Storm (Matthew 8:23-27)
- Jesus Feeds Five Thousand Men (Matthew 14:13-21)
- Jairus' Daughter (Mark 5: 21-43, missing out 23-34)
- The Woman Who Touched Jesus' Cloak (Mark 5: 23-34)
- Jesus Raises a Widow's Son (Luke 7:11-17)
- Blind Bartimaeus (Matthew 20: 29-34)
- The Ten Men with Leprosy (Luke 17: 11-19)

Children could show the 'rescue' moment in one of the following ways:

- act and freeze-frame
- draw on a whiteboard
- model in play-dough
- create using Lego
- use paint / chalk

**You can use a
real Bible or
download Bible
text by searchi-
ng in**
<https://www.biblegate-way.com/>
**Put the refer-
ences in – Book,
chapter, verse –
and select a
translation like
GNT – Good
News Transla-
tion.**

	• The Catch of Fish (Luke 5: 4-10) Alternatively: Use a song which mentions a lot of stories of Jesus. Investigate the stories mentioned and ask whether there is a rescue in them. Possible songs to choose from: • Jesus Superhero by Vineyard Worship • Hosanna from 'Songs for Every Easter' - Out of the Ark Music • Miracle Man – Sing Out Vol 5 http://www.gottalife.com/productions/singout_series/volume5/volume_5.html Or: If available, use some of the videos from relive: Miracles. There are six stories of rescue (mostly as in the list above). Watch how actors bring the stories to life. Spot the 'rescue' moments: where would you stop the video? Read the Bible versions of the stories both before and afterwards to see if the films help the stories make better sense.  Try some written work which: A) explores the feelings and emotions of those who were 'saved' in any of these stories. B) explains how a Christian might learn from this story, if possible checking with a Christian believer e.g. from your local 'Open the Book' team. C) explains why these stories about Jesus are inspiring to Christians and what stories inspire me.	Relive: Miracles – see Resources
EXPLORE the Christian belief that Jesus brings 'salvation', through (ii) Church practice	What place does Jesus the Saviour have in church services at Christmas? Play carols/ Christmas songs as the children enter the room. Greet children with 'Happy Christmas' whatever the time of year. A few Christmas decorations or Christmas lights would be nice too! Sam loves Christmas. He has brought us his nativity set. <i>Can you name all the figures? Who is the most important figure? (Try creating a 'value' line from the most important figure to least important!)</i> 	

3b I can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers

4c I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/ saviour / sin / God' in Christmas carols or on Christmas cards

Sam says: At Christmas we put out a giant crib set at our church and people come to sing carols around the crib and tell the Christmas story. *What do you know about Christmas?*

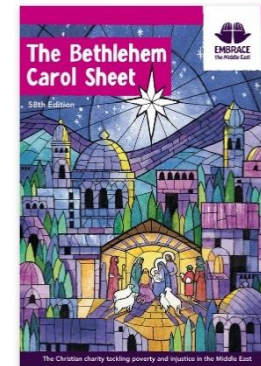
Sam says: Christmas is when we celebrate the birth of Jesus. We believe he is the 'Saviour of the World', the most special baby ever. I have to choose carols for our Crib service. Can you help me find carols about Jesus the saviour, please?

Give children a selection of carols/ Christmas songs to work with – see Resources.

Their task is to hunt down lines from Christmas carols which include the word 'saviour' or one of its 'word family': *save/ saves/ saved / saving / salvation*. These will be the carols to choose from. Agree how to choose 6 for the service.

Create a simple collage of the baby Jesus in the manger. Write the lines from carols with the 'saviour' words onto strips of sugar paper. Use these as straw coming out of the manger, or to form a halo round the baby's head.

OR use a line from a carol (with 'saviour' in it) to create a design a Christmas card for a Christian.



How does celebrating the coming of the Saviour inspire Christians to help others? (plenary)



Sam says: Thank you for helping me. You saved the day! At our church services over Christmas we remember Jesus is our saviour, helper, and friend.

To show our thanks, we collect money for night shelters to save people from being out on the streets. We also save people from being lonely by offering Christmas lunch at the church hall; my mum and dad help cook and I set tables. We invite the Salvation Army band to come and play carols for us to sing in the afternoon. My friend, Emily, is in the band. Maybe you could find out more about the Salvation Army.

Finish with Salvation Army carols to create the link to the next lesson

Carols – traditional Christmas songs, many set originally to dance music, with refrains.

'Embrace the Middle East' provide 'The Bethlehem Carol sheet'. They come in packs of 25. All traditional carols. A local church may lend you some.

<https://shop.embrace.org/products/the-bethlehem-carol-sheet>

Remember to use and build on the links between the words: help, rescue and save.

	NB Some children may like to prepare talks about how they celebrate Christmas. Some children from Christian backgrounds will celebrate different traditions, and be able to compare their celebrations with Sam's. Others will celebrate a secular 'Christmas' or have alternative religious celebrations.	
EXPLORE the Christian belief that Jesus brings 'salvation', through (iii) Christian living 3c I can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge 4b I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different 4f I can link things or people that my friends and I value with the way we	Teacher's note - The Salvation Army with its organised approach to saving those who need help is second to none. The picture we look at below was inspired by the vision of William Booth, the founder of the Salvation Army. His concern was that some Christians were very happy to have been 'saved' by Christ but content to ignore all those who needed their help. Where, he wondered, was their commitment to love their neighbour as Jesus had commanded? And there were plenty of people in Victorian England who needed help. If you are rescued, is it your responsibility to save or help others? Sam has sent us a picture that Emily, his Salvation army friend, told him about. Show the picture 'Who Cares?' by Mauricio Palacio. It depicts William Booth's vision of the lost; it represents people ignoring those wanting to be saved, to get on with their own lives. Give children time to examine the picture carefully as there is plenty to look at. Discuss what they can see and what the artist may be trying to show. 	William Booth was a Victorian. If KS2 are studying any aspect of Victorian life, some helpful links may be made. You could create a cartoon 'Emily' to go with Sam. 'Who Cares?' can be found on: http://www.lastdaysministries.org/Store/Products/1000010526/LDM_store_products/Art/WhoCaresFrameable.aspx The original was by Larry deGraff and the coloured

choose to think and behave

In the hall, or other large space, ask half the class to mould the other half into the people on the stage in the picture. Then ask the modellers to become the drowning people.

Take a picture to use for follow up work. **Thought-tap** various children and ask for one word to describe what they are thinking at that moment.

Draw out that the people on the stage are saved. Recall how Zacchaeus changed when he was 'saved' – he repaid people and was generous to those he'd cheated? Are any of the people here behaving gratefully? What would you expect them to be doing?

Look for two people who are trying to save drowning people. They have been saved and now they are trying to serve What would these two people say if you hot-seated them?

How and why does the Salvation Army, a Christian church, serve?

The picture was inspired by William Booth, who founded the Salvation Army. I wonder what he wanted Christians to learn from this image.

Booth was inspired by Jesus to love and serve everyone, not just people you like; he thought all Christians should serve others. Booth's passion inspired others and the Salvation Army is known both for talking about Jesus the Saviour but also for working to 'save' people in real need.

Saved to serve' is the Salvation Army motto, symbolised by the 'S' on their uniform. The salvation army are famous the world over for taking seriously the need to serve other people as their response to Jesus saving and helping them.



Use the main Salvation Army website (<https://www.salvationarmy.org.uk/>) or the schools' resources on <http://www.salvationarmy.org.uk/schools-and-colleges> to explore some of the things the Salvation Army do e.g. under 'Ways we help / Ways you can help'. Ensure you focus on the idea of 'save' and 'serve'

version by Palacio. You can also access Booth's vision on this site.

Thought tracking/ tapping:
<http://dramaresource.com/strategies/thought-tracking>

1953 b and w documentary with original photos gives teacher background the early Salvation Army.

Available online.

	OR Visit a local SA citadel or invite a member of the local Salvation Army to school for the children to interview. Children write questions in pairs to prepare and then interview the person. Ensure questions include words 'save' and 'serve'. Alternative organisations to investigate in terms of their response of serving God through 'saving' others: • Simple version of how people can serve and an inspiring clip of Martin Luther King – we can all serve! http://salvos.org.au/more/whats-new/2010/05/14/saved-to-serve • The work of the late Mother Teresa and the Missionaries of Charity, who still run homes for people with HIV/AIDS, leprosy and tuberculosis; soup kitchens; mobile clinics; counselling programmes; orphanages; and schools. Members give "wholehearted free service to the poorest of the poor." • The charity <u>Embrace the Middle East</u> works with people in the Bible lands, rescuing those whom others have little time for, the deaf, disabled, and those with very special needs. • Other useful Christian examples to investigate are: Toy Box, Mercy Ships, Leprosy Mission, World Vision, Town Pastors, Christian Aid, Tear Fund. • If you did work on charities in the unit on 'Kingdom of God', then choose a different one here and keep the focus clearly on 'saving' and 'serving'.	'Salvos' – Australian nickname for the Salvation Army.   
EVALUATE our RE learning about Jesus as saviour	Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help: What have we learnt? How well have we learnt? • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p.17. • Use the class RE scrapbook to discuss your learning journey together.	See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.

and how he inspires others to serve	- Consider how to answer any remaining questions. Can we answer the big question at the start of the unit? How well? - Encourage discussion to construct an answer together. - Ask children to self-assess e.g. using traffic light colours, and explain their progress - Use the KS2 SOLO taxonomy hexagons in groups or individually. Are we making progress in RE as a subject? How much? - If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework in use in your school. - Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.  Using the symbols: Look at the lifebelt picture on the front of the unit. Is this a good symbol for Christian beliefs about salvation? How could it help you remember this unit of work? Is there a better symbol? What will you remember about this unit and the Christian belief we have been learning about?	NB Different schools have different requirements. Check with your RE Subject Leader. Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for use. Children can use the symbols from each unit to remind them of key beliefs in each religion
EXPRESS your RE learning so it can be shared with others	Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit. Here are some more ways you might share your learning with others: Tell the Grace Darling story to KS1 in drama or pictures, with emphasis on using words: help, rescue, save. Present a series of Bible stories about Jesus as Saviour as assemblies. Invite the 'Open the Book' team to come and watch you for a change! Go to another school and present your story as if you were the 'Open the Book' team. Present the case for supporting a Christian charity which offers help and salvation to those in need. 	These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well. See details for 'Open the Book' teams in the <u>Resources</u>.

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| | <ul style="list-style-type: none"> • Help prepare a Christmas carol service, choosing appropriate carols to explain how Christmas is about a 'saviour' for Christians. • Record an interview with the Salvation Army, in all sorts of ways. Put it on the school website, with permission from the interviewee. Alternatively turn this into a visit to the Salvation Army citadel locally and create a display about this, again focussing clearly on 'Saved to serve'. <p>Create a really large version of 'Who Cares?' by Mauricio Palacio. Add speech bubble using the key words in this unit and adding Christian and other reasons for saving people, encouraging them to help others. Would William Booth think you understood his message? If possible, add some opinions and ideas from the local Salvation Army?</p> | |
|--|---|--|



Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



Beginning: Discusses concept in own life	Q1 What does the word 'saviour' mean?
Developing: Draws on the lesson material	Q2 How did Jesus 'save' Zacchaeus? How else did he rescue people in stories from the Bible?
Expected: Applies concept / answers key question	Q3 How does believing Jesus is their saviour inspire Christians to save and serve others?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Whose responsibility is it to rescue those in need?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. *SELECT* a year group. *CHOOSE 2 strands* to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting. **LOOK down the left column of the lessons for the best place to do the assessment. **SET your task** adapting the lesson as necessary. **RECORD** how pupils do.**

The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
Y3	<i>3a I can describe what a Christian might learn from a story about how Jesus helped or saved someone</i>	<i>3b I can describe how Christians all talk about Jesus as their 'saviour' in their songs and prayers</i>	<i>3c I can use religious words to describe how the Salvation Army or other Christians show their beliefs in a badge</i>	<i>3d I can ask recognise some of the things which influence me to help others e.g. family, friends, faith</i>	<i>3e I can ask good questions about life after thinking about one of Jesus' miracles and share ideas for answers</i>	<i>3f I can link things that are important to me about receiving help when I need it to how I think and behave</i>
Y4	<i>4a I can describe what Christians might learn from the story of Zacchaeus about how people need 'saving'</i>	<i>4b I can describe some things Christians do as part of their faith to try to 'save' or help others, some the same, some different</i>	<i>4c I can describe some different ways that Christians show their beliefs about Jesus by using the words 'save/saviour / sin / God' in Christmas carols or on Christmas cards</i>	<i>4d I can compare some things (or people) that influence me with who influences other people, including a practising Christian.</i>	<i>4e I can ask important questions about things that spoil people's lives and compare with the Christian idea about sin as failing to be perfect</i>	<i>4f I can link things or people that my friends and I value with the way we choose to think and behave</i>
Y5	<i>5a I can make links that show how the Christian belief in Jesus as the 'saviour of the world' come from the gospel stories of Jesus as a baby and to the stories of him as an adult</i>	<i>5b I can use the right words to describe what religious practices and experiences are part of being a member of the Salvation Army, maybe using the results of an interview</i>	<i>5c I can show how Palacio expressed William Booth's Christian vision in 'Who cares?' and suggest how he hoped Salvation Army members would feel about it and respond</i>	<i>5d I can ask questions about groups we choose to belong to and why some people are left out, including reference to how Jesus' meeting with Zacchaeus might inspire others to change their approach to outsiders</i>	<i>5e I can ask questions about what people should do with their lives and suggest answers of my own and a Christian answer based on what the Salvation Army might say</i>	<i>5f I can ask questions about moral decisions I, and others, make using examples from 'Who cares?' by Palacio, and considering whether it is only our actions that show what we are really committed to or value</i>
Y6	If this unit is being used with Y6 pupils, please consult the generic expectations for Y6, found on the Emmanuel Project disk, and create your own 'I can's' to extend this grid.					

Resources for this enquiry:

Sam is an imaginary Christian character, who will help you talk about things Christian children learn or do. He provides a context for pupils' learning which is easier to handle than abstract talk about religious people. You can create your own cartoon characters or use suitable photos of children to create similar characters. The name 'Sam' is immaterial; feel free to change it.

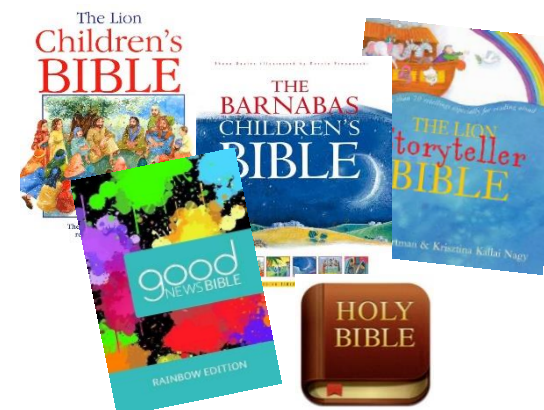
Sometimes scenarios can be created around Sam's life to start a discussion. He can introduce things which might happen at his church or at a different church. He can sometimes help by bringing in a bag containing Christian artefacts or books e.g. his Bibles – a children's story bible and a real one with chapters and verses.

In this unit, Sam is inspired to join the life-saving club, and shares his love of rescues and superheroes. He brings in his real Bible, which he is learning to use. He also brings a crucifix and a crib set. We help him choose carols for Christmas and meet his friend, Emily, who is in the Salvation Army band. You may find other ways to introduce him.

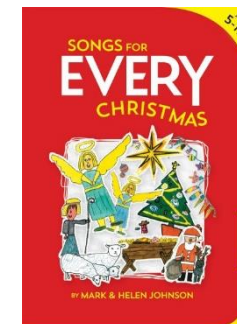


Recommended Bible resources:

- Lion Children's Bible – Pat Alexander (Lion Hudson)
- Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- Barnabas Children's Bible - Davies and Piwowarski <https://www.brfonline.org.uk/products/the-barnabas-childrens-bible>)
- Good News Bible (www.biblesociety.org.uk) - 'real' Bible with books, chapters and verses, and in various editions with different covers / costs / bulk offers
- www.biblegateway.com – Here you can look up any Bible passage by entering the name of the Bible book, chapter and verses. We recommend the Good News Translation (GNT) but there are other versions and a variety of languages – useful if you have many languages in school and to illustrate the global nature of the Christian faith.
- **Bible App** – it may be useful to have a Bible app on your phone! Free download.
- **Open the Book** – a national organization that encourages local churches to tell stories from The Lion Storyteller Bible in Collective Worship, acting stories with costumes and props and involving the children. Their website is: <http://www.biblesociety.org.uk/about-bible-society/our-work/open-the-book/>. For local details, contact the Diocesan Schools' Adviser- education@cofesuffolk.org



Relive DVD Miracles (from Eden or Amazon) <https://www.eden.co.uk/shop/relive-miracles-4044440.html> 6 films (5-10 mins approx) and follow up resources. Each film introduces a Bible story through the eyes of a character, who, relives what happened. These stunning films bring the story to life in an entertaining, thoughtful and contemporary way. *May be out of print.*



Song and Music Resources:

- **Songs for Every Christmas** - Many schools have these song books / CDs already. Do check to see if you have it in school. http://www.outoftheark.co.uk/songs-for-every-christmas.html?category_id=160
- **Christmas Carol Celebration** – Ishmael: Traditional carols but all jazzed up and fun! http://my-eshop.info/ep-ages/983b7ed9-0f99-455f-84b1-6cad04050868.sf/en_GB/?ObjectPath=/Shops/983b7ed9-0f99-455f-84b1-6cad04050868/Categories/7/42/22 Download whole album or individual tracks, from 'Ishmael direct'.
- **Christmas Carols** - Out of the Ark Essentials (traditional carols with words, music and melody tracks available) http://www.outoftheark.co.uk/out-of-the-ark-essentials-christmas-carols.html?category_id=160
- **Waiting for Christmas** - Christmas songs and carols, recorded by Suffolk schools in 2012 – available from education@cofesuffolk.org
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Jesus Superhero - Nigel Hemming

Words and digital links: <https://www.elevationkids.com/song/jesus-superhero> . Buy one of the CD's the song is on e.g. Great Big God 3 or CD or listen to and buy tracks.



Royal Life Saving Society <http://www.rlss.org.uk/>

This organisation, dedicated to rescues from water, offers training for KS2 children to be Rookie Lifeguards.

Even if only swimming at a basic level, children can begin to learn about water safety and helping others in danger. Bronze, silver and gold awards available. <https://www.rlss.org.uk/rookie-lifeguard>

Initial ideas for this unit were worked on by Lindsay Blankley (St Luke's, Beccles) and Donna Kitching (St Mary's C of E Primary Academy, Mildenhall) at the Emmanuel Project conference and the unit was revised by Helen Matter (Diocesan Schools' Adviser) in 2019. Thank you for your hard work!