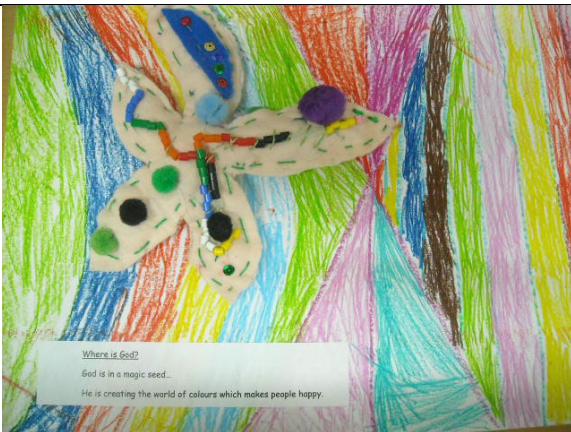




Unit 1C: What can we learn from stories and prayers of Jesus?

The power to make a difference?

Christianity



God creating the world of colours, making people happy. Sam, aged 6

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Religious Education

Walsall Agreed Syllabus Support
Materials

2022 / Units of Work

Non-Statutory Exemplification

YEAR GROUP: 1

What can we learn about Christians from stories and prayers of Jesus? The power to make a difference?

YEAR GROUP: 1

About this unit:

Year One

This unit enables pupils to examine some stories of Jesus with a focus on prayers. Christians believe he was the perfect expression of God; 'The Christ'; Son of God; Saviour. The focus is on God as a source of power as revealed through the stories, actions and teachings of Jesus in Christian belief and Scripture. Pupils will learn about the meaning of the Lord's Prayer and its place in Christian prayer today. Opportunities are provided to explore the use of prayer in empowering Christians and to consider how pupils can be empowered to bring about change in their lives. This is a non-statutory unit of work written to guide and assist teachers using the Walsall Agreed Syllabus for RE. The starting point for this unit for 5–6-year-olds is telling and hearing stories of the powers and prayers of Jesus. The aim of this work is to enable children to reflect on the powers they may have, including the power to make a difference to others. The key concept is the idea of power, linking the stories of Jesus with the way Christians pray today. The unit explores the Christian beliefs that prayer can make a difference and that kind or generous action can make a difference. During the unit, pupils will have the opportunity to find out about the fundamental meanings of some stories of Jesus and the key Christian prayer, the Lord's Prayer. Pupils will have the opportunity to discuss their own experiences of making a difference through caring: helping and being helped, giving and receiving kindness.

Key RE themes and concepts and vocabulary

Religious teachings, religious practice, values and commitments

Key words: religion, Christian, church, bible, Jesus, prayer, God, the Lord's Prayer, gospel (a book in the Bible about Jesus), disciple, miracle, faith, belief, community.

Key questions to explore with pupils

- What is the Lord's Prayer?
- What stories of Jesus show his power?
- How do Christians use the Lord's Prayer?
- What kinds of prayer do we know about from different religions?
- Why are prayers very important to some people?
- What matters most when someone prays?

Potential curriculum links

English: This work enables pupils to work in detail with some texts from the Christian Gospels

This work also contributes to developing cultural capital for pupils by introducing them to a globally famous and much-loved Christian prayer text from the Gospels.

Pupils will have the chance to think about spiritual and moral ideas including ideas about prayer and God.

Outcomes: Assessment focus: teacher observation and assessment for learning: I Can...

- Know and use 6+ of the key religious words for this unit
- Recognise the importance of the Lord's Prayer for Christians
- Know the outline of the Lord's Prayer
- Talk about the powers of Jesus in stories
- Talk about their own power to care, or to say thank you or to be friendly
- Identify some feelings associated with thanking and being thanked, praising and being praised

WHERE THE UNIT FITS IN

This unit will help teachers to implement the Walsall Agreed Syllabus for RE by providing an introduction to the topics of power, prayer and caring through some stories of Jesus. It will enrich the pupils' learning by allowing opportunities for active and experiential learning and preparing for the development of the RE curriculum in later Key Stages. It will work well taught after the unit entitled 'How can we find out about Christian belief' and pupils' work should be connected to their previous learning on Christianity, carefully sequenced for successful learning. Before starting this unit pupils will have learnt something about Jesus and his importance to Christians.

The unit will provide these opportunities.

- Pupils will be able to use their senses thoughtfully and engage in periods of quiet reflection.
- Pupils will be able to share their own ideas and experiences in speaking and listening activities.
- Pupils will be able to use ICT simply to explore religion
- Pupils will be able to use art and design to express their own imaginative talents

Significant background ideas:

- ❑ **In Christian traditions**, Jesus is a model for prayer, and for the exercise of power. Christians believe Jesus' miracles were signs of God's presence and love, and his prayers were the source of his power. So Christian prayer is a way to connect spiritual power with issues of life. Prayer, to Christians, is not magic, but an aspect of spiritual life. For Christians, answered prayer is a mystery, and so is unanswered prayer. Jesus' model of prayer is not much to do with asking for things – bread for today is the extent of its requests to God. It is more about prayer for God's will and purpose to become true on earth in various ways. There is a long tradition of children's prayer in Christian communities, from which any pupil can raise questions and learn.
- ❑ **Other religious traditions** have practices and beliefs about prayer that are both similar to and different from Christian practice. In this unit, it is appropriate to make connections to the patterns of prayer that are observed by members of the class.
- ❑ **Non-religious people** may still pray on occasion – surveys suggest a majority of the people of England do pray, but mean many different things by the practice. Other people never pray. It is worth exploring the differences between practices of prayer in simple ways with pupils.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit provides more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Issues of continuity and progression -

Prayer is a key practice in Christian religion, and it is through the example and teaching of Jesus that this unit seeks to enable pupils to understand Christian prayer. Good teaching will connect the work with previous learning from Christianity and the practice of prayer or meditation from other religions taught. The unit prepares pupils for future learning about prayer in different religions and about Jesus and spiritual practice in Christianity.

KEY AIMS ADDRESSED BY THIS UNIT

This unit enables pupils to examine

A2. Retell and suggest meanings to some religious and moral stories from the Gospels

A3. Recognise symbols and actions associated with prayer

B1. Ask and respond to questions about what Christian communities do to put Jesus' teaching into action – e.g. pray, run food banks, celebrate Easter

B2. Observe and recount different ways of praying in Christianity

C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry;

Attitudes Focus

The unit will help pupils to develop attitudes of:

- ♦ **Self Awareness:** Feeling confident about expressing their own thoughts and feelings about prayer and power
- ♦ **Respect for all:** Developing skills of listening and a willingness to learn from others' views about Jesus and prayer, even when these ideas are different from their own.
- ♦ **Open-mindedness:** being willing to learn and gain new understanding from others people's beliefs about Jesus, power and prayer
- ♦ **Appreciation and wonder:** Developing pupils' capacity to learn through stillness and silent reflection

Prior learning	Vocabulary	Resources
It would be helpful if pupils have: - Recapped their learning about Jesus from FS on Jesus and his importance to Christians - Recalled that Jesus was the founder of Christianity - Some understanding of what Jesus was like through the stories he told and his actions - The ability to use a short period of stillness and silence for reflection and thought.	In this unit, pupils will have an opportunity to use words and phrases related to: A Specific Religion: Christianity Jesus, miracle, disciples, Lord's Prayer Church Religion in General: God, belief, faith prayer community symbol	Teachers might use: Artefacts - Collect some Christian artefacts associated with prayer. Religious artefacts for Christianity are available – possibly to loan from your local church, or to purchase from various suppliers, including: - Religion in Evidence www.tts-group.co.uk/primary/re/christianity/ - You will need the texts of the Lord's Prayer. Choose a contemporary version in simple language for understanding. - Collection of Prayer cards (often found in churches, Christian bookshops, from Christian Aid). This could be a resource you might ask your local church to help you collect. Web: - The BBC's clip bank is a major source for short RE films that can be accessed online and shown free http://www.bbc.co.uk/education/subjects/zhs3kqt - The BBC also offers lots of information and material on its main religion site: www.bbc.co.uk/religion - The best gateway for RE sites is: www.reonline.org.uk - You can find and use searchable sacred texts from many religions at: www.ishwar.com - Good quality information and learning ideas on Christianity: https://request.org.uk/ - The websites of REToday and NATRE are useful places for pupils and teachers to see examples of work. www.retoday.org.uk and www.natre.org.uk http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ contains a great range of pupil art work inspired by the life of Jesus. - Resources for carrying out stilling and visualisation activities can be found at www.usingvisualisation.com Visual and books - Guided visualisation from 'Don't just do something, Sit there!' by Mary Stone (RMEP) - Reflections edited by Rosemary Rivett (RE Today). - Picturing Jesus Fresh Ideas Lat Blaylock (RE Today) - Picturing Easter (Blaylock, 2008) from RE today provides images for the whiteboard, picture cards and learning activities. - RE Ideas: Literacy (RE Ideas Series) RE Today - RE Ideas: Jesus (RE Ideas Series) RE Today - Teaching about Jesus by Anthony Ewens & Mary Stone (RMEP) - The Lion Story Teller Bible or other suitable Bible texts for 5-6 year olds. Video and visual - Miracle Maker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is a great resource for many units in the syllabus.

This unit enables pupils to develop:

- **Spiritually** by learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Christianity and using techniques of reflection for learning
- **Morally** by considering how the teachings of Jesus lead to particular actions and concerns
- **Culturally** by considering how beliefs about Jesus have been expressed through the creative and expressive arts in different global settings
- **Socially** by considering how our powers can be used for the benefit of others
- Opportunity for development of **British values** by considering the story of Jesus healing ten lepers – his acceptance of people who were often shunned by society.

EXPECTATIONS: At the end of this unit		
All pupils will be able to: • Listen to a prayer and know that it is important to Christian people • Listen attentively to at least one story about Jesus • Listen to a religious story and understand that it carries meanings • Talk simply about prayer	Many pupils will be able to: • Know and use 6 or more key words from this unit • Recognise the importance of the Lord's Prayer for Christians • Know the outline of the Lord's Prayer • Recognise a prayer symbol • Retell and suggest a meaning for one of the stories • Talk about the powers of Jesus in Gospel stories • Talk about examples of how Christian communities put prayer into action • Talk about their own power to care, or to say thank you or to be friendly • Identify some feelings associated with thanking and being thanked, praising and being praised	Some pupils will be able to achieve the outcomes for 7 year olds: • Recount two stories of Jesus about prayer • Identify some of the powers of Jesus in the stories • Respond sensitively to ideas about praying by creating a prayer or meditation • Ask some big questions and give thoughtful answers about the meanings of a prayer
ASSESSMENT SUGGESTIONS A formal assessment of each pupils is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range. ▪ Pupils can use the story of Jesus and the Ten Lepers as a traditional story to study, and could practice their writing of explanations using causal connectives. Lower achieving pupils may need support in their literacy, but their thinking is often ahead of their writing skills in this area. ▪ Ask pupils to write a poem, meditation or prayer (the choice is important – never require children to write prayers as this seems coercive). It might be about praise, thanksgiving, asking for help or saying sorry. Children find this works well if you give them a choice of pictures to work from, for example: ○ What would the child in this photo or painting pray? ○ What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family? ○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them. ○ List five things you are thankful for. Write a thank you prayer or meditation that refers to all five. ○ Design a prayer placemat for someone who is saying grace before eating their meal. It should have 5 pictures on it of things that person might be thankful for – a pictorial prayer. It's good practice to use circle time to share some of the work the children produce in this task. Record achievement by making a class book of meditations and prayers. These could be useful in assembly with younger pupils or another Year 1 class.		

Intent: LEARNING OBJECTIVES	Implementation: TEACHING AND LEARNING (Including experiences and opportunities)	Impacts: LEARNING OUTCOMES	POINTS TO NOTE
Who is a powerful person?			
Become aware that people have different kinds and qualities of power.	Who has power? - Show a clip from a superhero movie to introduce this unit – e.g. from ‘The Incredibles’. Talk about why we like such films. What super power would the pupils like to have? - Is Jesus like a superhero? For Christians, he is much more than a cartoon superhero (for Muslims, he is a Prophet of Allah as well). List some differences by class discussion, using the opportunity to recap on pupils’ prior learning about Jesus. Ideas might include: Jesus came from God when he was born in Bethlehem. Jesus could do miracles. Jesus’ disciples wrote books about his special powers. - Collect and share cartoons, stories, and headlines about people doing something extraordinary. Discuss different kinds of power e.g. physical, mental, spiritual, the power to care, the power of love, the power of saying sorry. - Pupils contribute to a poem (eg rhyming poem, shape poem, acrostic, ‘Patterns on the page’ poem) describing a hero and their powers. Can children suggest ideas and the teacher shape them into a fun poem to recite?	All pupils can show understanding that people have powers. Many pupils can talk about different kinds of powers that people may have and use Some pupils can express opinions about people’s use of their powers	It’s important in teaching about Jesus that pupils learn that Christians believe his powers were unique and given by God – not magic, and not available to any Christian either.
What is the Lord’s Prayer and what does it mean?			
Know that Jesus taught others how to pray. Know that the Lord’s Prayer is an important Christian prayer, used by millions.	What does the Lord’s Prayer mean? (It is often called the ‘Our Father’ too) - Discuss with the pupils what is praying- a simple answer is talking to God-tell pupils there are set prayers like the prayer they are going to learn about and also people can just talk like you would to a friend. - Explain to pupils that Jesus taught others how to pray. When he was doing his teaching, he taught the Lord’s Prayer. Explore the Lord’s Prayer including its source in The Bible, from a contemporary version of the text. (Matthew 6: 5-15). - Teach the children that the first two words of the prayer, ‘Our Father...’ matter because they say God is like our parents, caring for us and loving us, and when Christians say ‘OUR Father’ they are all praying together. - Discuss its content and purpose. Give pairs or threes of pupils the text of the prayer in the centre of a large A3 sheet of paper, or on the whiteboard and ask them to highlight words they don’t understand. Explain these words. Ask them to imagine they can ask God questions about this prayer: what would they ask? Teacher and TA collect these questions and discuss them with children. Display all the questions they would like to ask God about the prayer, and about praying generally for all to look at, and have a circle time discussion about the words and questions. - Teach the children that Christians use the Lord’s Prayer on many occasions, and some use it every day or every week. It is one of the world’s best known prayers, and most used prayers.	All pupils can listen to a prayer and know that it is important Many pupils can identify the Lord’s Prayer as a special prayer for Christians. Some pupils can ask ‘big’ questions and give thoughtful answers about the meaning of the prayer.	Teachers should be relaxed about any unanswerable questions in this work: they are an important part of the way RE explores mystery. If some of pupils’ questions are of this nature, it may well be an indication of good RE thinking. Pupils should be encouraged to think about and not be afraid of ‘big’ or unanswerable questions.

What does the Lord's prayer mean?			
Reflect on the meaning of the Lord's Prayer through speaking, listening and creative work. Consider whether praying is a powerful activity for some people	Can we make a well illustrated Lord's Prayer? - Watch the animation of the Lord's Prayer at https://www.youtube.com/watch?v=d4R-WFkm41s There are lots of alternatives to this on YouTube – select one that your pupils will appreciate. - What do pupils like about the presentation, the words, the animation? Tell pupils how this might be used in worship at a church, and talk about the language of this version- recap any words pupils are learning to understand. Remind children that the Lord's Prayer has been used for hundreds of years. It is also used all over the world by millions of people. - To enable the pupils to make sense of the prayer in a creative way, ask them in small groups to plan their own presentation by choosing images and music to go with each phrase of the prayer. They might use an ICT based image bank, pictures cut from magazines, or their own artwork. This activity links to literacy (non-fiction texts) and to expressive arts - Talk about how the Lord's Prayer is used. Can the children suggest what is meant by the phrase used by many Christians 'the power of prayer'? It is to do with the idea in Christian belief that God listens to and hears all prayers, and that prayers can be answered	All pupils can select/ create an image to accompany the Lord's prayer. Many pupils can select / create at least three well-chosen images to accompany the prayer. Some pupils can respond thoughtfully to the task of matching music and images to the phrases of the Lord's Prayer. They will recognise the Christian idea that praying can be powerful by giving an example.	The creative task gives pupils an opportunity to display their understanding of the words of the prayer – images must be chosen with this in mind. Finished presentations can be shared with the class and their effectiveness discussed.
Did Jesus find power through prayer? (or, more simply, did prayer make Jesus strong?)			
Begin to understand that Christians believe Jesus used the power gained from prayer to help him follow God's path.	What stories of Jesus show him finding power through praying? - Read/ discuss instances where the Bible records Jesus praying for power/ support e.g. in the desert when he was tempted and on the Mount of Olives when he was facing his own death. - Complete thought bubbles to reveal what Jesus might have been feeling and thinking. - Take part in quiet reflection, perhaps following a guided visualisation. 'Reflections' (in the resources section) gives some options here. An example: Sit pupils calmly in a circle, and still them with some guidance on breathing and closing eyes, so that they can be still together quietly. Ask them to imagine that they have a plain piece of paper in front of them, and they can create a beautiful 3 part painting of something they would like to say 'thank you' for, something they want to say 'sorry' for, and something they want to ask for. Keep 30 seconds silence between each idea to let imaginations work. Give them silent space and time to imagine this, then some good quality art materials to create it. Explore the links to prayer in circle time: Christians pray in these ways, saying 'thank you', 'sorry' and 'please' to God. - Pupils might create a piece of music or dance that links with one of the examples.	All pupils can listen attentively to at least one story about Jesus praying. Many pupils can recognise why Jesus prayed. Some pupils can identify why Jesus prayed and suggest why others may pray.	People often use prayer as a means of saying thank you, sorry or asking for something. The artistic activity therefore prepares pupils for further understanding of the purpose of prayer later in this unit.

What did Jesus do with his powers?			
Describe the story of Jesus and the Ten Lepers Consider thoughtfully the ideas of power and prayer in the story	What can we learn from the story of Jesus and the Ten Lepers? - Read and retell this story from Luke 17: 11-19 with the class. - Look at an African Christian painting of the story from Cameroon: https://diglib.library.vanderbilt.edu/act-imagelink.pl?RC=48295 - Ask them to talk about these questions: - What was wrong with the men? (a dreaded skin disease – often referred to as leprosy) - How did Jesus help them? - Which one came back to say thank you? - Why was Jesus surprised that it was this particular man who was thankful? (He was a Samaritan, a group who Jewish people despised, a group who were the object of prejudice) - What does this story have to do with prayers and with power? - Ask pupils to choose two moments in the story that they think are its important points, and make quick sketches of these moments. They are to choose three words that sum up why these are the key moments. EG: draw the man before he met Jesus and after he was cured and came back to thank Jesus. Pupils could choose key words to describe this Samaritan man before and after in the story. Extensions: Some pupils might make a drama out of this story, others could find out about the work of charities in combatting diseases today, such as the Leprosy Mission. https://www.leprosymission.org.uk/	All pupils can listen to a religious story and understand that it carries meanings Many pupils can recall and talk about at least three parts of a religious story using their new vocabulary accurately Some can explain a meaning of the story Some pupils can independently describe how Jesus used his power to help people	Note that so far in the unit we have referred to Jesus praying to God. But many Christians – and the Lepers in the story – ask Jesus for help. This is another kind of Christian prayer. This part of the work connects well with English. The ‘traditional story’ can be studied in literacy and pupils can practice their writing of explanations using causal connectives.

What power do Christians find through praying?			
Develop awareness that Christians believe prayer is a source of power from God. Consider why many Christians share their own stories of 'answered prayer' but note too that not all prayers are answered in the ways Christian people might like.	How and why do Christians pray today? ▪ Examine posters, leaflets, photos of notice boards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities. ▪ Use the site https://request.org.uk/ to explore some varieties of Christian prayer. There is a useful section on prayer on this site. ▪ Explore some modern prayers and some different ways of praying such as meditation, the use of a rosary etc. Consider what Christians pray for at mealtimes 'Grace', at bedtimes and in shared sign of peace. 4 main purposes for Christian prayer that can be understood at Y1 are praising, giving thanks, asking for help and saying sorry – these can be introduced through this activity. ▪ Talk about some of the symbols and actions associated with prayer such as kneeling, closing eyes, sitting or standing. Does everyone do these when they pray? ▪ Write a poem, meditation or prayer (the choice is important – never require children to write prayers as this seems coercive). It might be about praise, thanksgiving, asking for help or saying sorry. Children find this works well if you give them a choice of pictures to work from, for example: ○ What would the child in this photo or painting pray? ○ What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family? ○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them. ○ List five things you are thankful for. Write a thank you prayer or meditation that refers to all five. ○ Design a prayer placemat for someone who is saying grace before eating their meal. It should have 5 pictures on it of things that person might be thankful for – a pictorial prayer. ○ There are 500 pictures you could choose to use here: https://unsplash.com/s/photos/prayer It's good practice to use circle time to share some of the work the children produce in this task. Record achievement by making a class book of meditations and prayers. These could be useful in assembly with younger pupils or another Year 1 class.	All pupils can talk about at least one way of praying Many pupils can recognise that prayer is a way in which people talk to God and use their understanding to compose some good words (or pictures) for prayer Some pupils can identify and discuss a range of ways in which Christians pray and use their understanding of the purposes of prayer to compose some appropriate words of prayer	Further work for this age group on grace at mealtimes and prayer in 3 religions can be found in RE Ideas Literacy, published by RE Today.

What do some Christians do to put the words of Jesus and the Lord's prayer into action ?			
Consider how prayers can be acted out with actions to help others.	What do some Christians do makes our world better? • Share examples from the locality about what different groups do to help people • You could get a picture from a church notice board or website to see what they do. • Look out for things like supporting a food bank, praying for people to get better, supporting charities. • Ask the pupils to choose one example and draw or write about what is being done and why people might want to do it. They might be able to link it to the Lord's prayer. Christians follow the words of Jesus by.... This shows the words of Jesus because...	All pupils can give an example of putting the Jesus of teaching into action Many pupils can explain how an action shows the words of Jesus	
What are my powers? What are my ideas about prayer?			
Reflect on their powers and how they might use them. Consider ideas about praying thoughtfully for themselves.	Remind the children of the unit key words: Christian, Jesus, prayer, church, the Lord's Prayer, gospel (a book in the Bible about Jesus), disciple, miracle, belief, God, faith, community, reflection. Use some engaging retrieval strategies to make sure that they can use them. What can I do that makes our world better? ▪ Pupils discuss their own experiences of making a difference through caring: helping and being helped, giving and receiving kindness. ▪ In circle time, use some of the pieces of work from the previous activity to draw out the learning from the unit. ▪ Pupils reflect on their powers. Have they the power to change something about themselves and who or what might help them to do so? They could record this using a writing frame or picture or design a banner about themselves. What ideas about praying have I been thinking about? ▪ Pupils have the chance to respond to some ideas about praying for themselves. This can be done using a set of simple sentences and having pupils run to one of three stations for 'yes' 'no' and 'not sure'. Sentences might include: ○ I liked learning about praying... ○ Praying is important for me... ○ I think praying is difficult... ○ I know why the Lord's Prayer is important for Christians... ○ I would like to ask... ○ My idea about praying is... ○ My question about praying is... ○ I can remember... ▪ These conversational activities might use a 'Christian' persona doll in role as a Christian to give some answers and suggestions. Pupils often enjoy this way of working in Y1 RE	All pupils can reflect on their own powers Many pupils can notice how people sometimes change and speak thoughtfully about praying and the ideas they have learned. Many pupils can recall and use the unit's key words accurately Some pupils can reflect thoughtfully on how and why people might change	Time for RE: many (but not all!) schools struggle to find time for RE. This unit makes opportunities to share time with literacy, PSHE, Art and ICT. The syllabus asks you to plan an hour per week, on average, for RE.