

Awareness, Mystery and Value (AMV) 2011

Key Stage 2 Unit 9: How should we live and who can inspire us? [B&F]

This unit explores how people's values and commitments might be demonstrated in the lives of [religious] leaders and believers.

About this example

This example is intended to provide a set of learning activities for a Y4 (or may be adapted for use with a Y3) class.

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The focus in the following lessons is on exploring the impact of beliefs on how people live their lives, understanding and responding to beliefs and attitudes and evaluating own and other's values.

The programme of learning aims to engage pupils through activities that may inspire action in their own lives, challenge their own views and understand more of how faith/belief inspires actions.

Where the example fits into the AMV programme of study

This example connects with Areas of Enquiry B (Practices and Ways of Life) and F (Values and Commitments). It makes cross-curricular connections with PSHE and History.

Examples of faith founders and religious leaders have been taken from Judaism (Moses), Christianity (Jesus, Moses, Sister Frances Dominica and a local Christian minister), Sikhism (Guru Nanak) and Hinduism (Gandhi). Teachers may like to use different leaders from those suggested.

Prior Learning

In RE, pupils will have explored some of the teachings of Jesus, have studied Important People such as Moses (KS1) and will have had opportunities to give their own points of view on a range of subjects in RE lessons.

Featured Religions / Beliefs	Focus 'Key Concepts'		
Judaism	AT 1: Learning ABOUT religion		AT 2: Learning FROM religion
Sikhism	A. Beliefs, teachings and sources	D. Identity, diversity and belonging	
Christianity	B. Practices and ways of life	✓	E. Meaning, purpose and truth
Hinduism	C. Forms of expressing meaning		F. Values and commitments

Key Question: How should we live and who should inspire us?

Supplementary Questions

- (a) What positive examples have people given that show us how to live?
- (b) What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities?
- (c) How have actions and examples of people of faith or belief changed our world?
- (d) How might we change our lives in the light of the qualities demonstrated by other people?

Resources

The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils.

- Amusing YouTube clip on 'leadership': <http://www.youtube.com/watch?v=GA8z7f7a2Pk>
- *Testament - The Animated Bible* (DVD and accompanying book) Channel 4 Learning, also available at: Testament - Bible In Animation – Moses: <http://www.youtube.com/watch?v=lskyxLznkRo>
- Felicity Henderson & Chris Saunderson, *The Picture Strip Bible*.
- Bob Hartman and Krisztina Kallai Nagy. 2008. *The Lion Storyteller Bible*. Lion Children's. ISBN 978-8254-7877-2.
- Artefacts connected with worship in different religions, e.g., scriptures, special clothing, candles, incense, hymn / song books, etc.
- Jewish Way of Life website (see RE:ONLINE specials: <http://www.reonline.org.uk>
- Seder Plate symbolism see, e.g.,
http://www.myjewishlearning.com/holidays/Jewish_Holidays/Passover/The_Seder/Seder_Plate_and_Table/karpas.shtml
- Anita Ganeri, *Sikh Stories*.
- Picture of Guru Nanak.
- Copies of *Nanak and Sajan the Robber*, e.g. from http://www.sikhiwiki.org/index.php/Stories_of_Guru_Nanak; *Nanak's Song*, e.g., from A Gift to the Child by Grimmitt, Grove, Hull and Spencer.
- Joyce Mackley (ed.) *Special People of Faith and Action*. RE Today.
- www.tutu.org pictures of Desmond Tutu, video clip of Desmond Tutu speaking.
- Emma Fischel, *Mahatma Gandhi*.

- Audrey Constant, *Man of Peace*.
- Excerpt from the film *Gandhi* (available on DVD).
- Invite and brief a visitor from a Christian or Sikh community.
- Susan Varley, *Badger's Parting Gifts*.
- Copies of Children's Bibles or a copy of The Lost Sheep found in Luke 15:1-7.
- <http://www.helenanddouglas.org.uk> - Sister Frances Dominica and Helen and Douglas House: children's hospice.
- www.woodlands-junior.kent.sch.uk
- DVD animated World Faiths and teachers' notes Channel 4 Learning.

Expectations

By the end of this sequence of learning:

All Pupils:	Most Pupils (majority class expectation):	Some Pupils:
B2 talk about some of the things that are the same for different religious people.	B3 describe some of the things that are the same and different for religious people.	B3 use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.
F2 talk about what is important to them and to others with respect for their feelings.	F3 link things that are important to them and other people with the way they think and behave.	F4 ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.

Key Question: How should we live and who should inspire us?

Supplementary Question: (a) What positive examples have people given that show us how to live?

Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lesson 1 Pupils will: <ul style="list-style-type: none"> • identify some of the characteristics of leadership; • identify different types of leaders; • identify different things done by leaders and the impact leaders may have on other people; • say what makes a good leader. 	<p>1. Explain to the pupils that they are going to be investigating the big question of how we should lead our lives and that sometimes we can be inspired by other people who have lived remarkable lives. We can learn from these people, often seen as 'leaders'.</p> <p>Show the YouTube clip as a funny and lively way to look at leadership: http://www.youtube.com/watch?v=GA8z7f7a2Pk</p> <p>Ask the pupils to talk to a partner: in what ways was this man a leader? How important was the first person to join the leader? Why do they think others started to follow / copy him? Why did some people NOT join in? Get some feedback and then ask them in pairs again to think of different leaders, e.g., work, school, community, sport, society etc. and to talk about what each one does to fulfil his / her role. What makes a good leader?</p> <p>Put a picture of a leader known to the class, such as the Headteacher (?!), up on the board. Ask the pupils to say what they think this person does in their job and how necessary the job is. How do they think the leader got to their position? Does the leader have close supporters? What qualities might <i>they</i> have? Can the leader do whatever they like or do they have their own rules to follow? Do they have any responsibilities relating to religion and belief? How has this person influenced them? Note key words as a class list.</p> <p>Ask the pupils to write about this leader or another of the children's choice, outlining their role, style of leadership and their impact as a leader. The leader's picture could be in the middle of the page with one third for key words relating to the leader's role, another third for phrases to describe their style of leadership and the final third for words describing their impact on others.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about what is important to them and to others with respect for their feelings; • link things that are important to them and other people with the way they think and behave. 	<p>Key vocabulary: qualities, roles, leadership, rules, decision-making. Qualities such as calm, peaceful, decisive, friendly, firm, fair, confident, hard-working, good listener.</p> <p>---</p> <p>YouTube clip – see resources above. Point out the importance of choosing carefully who to follow. Our parents / carers can help us know who to trust.</p>

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Lesson 2 Pupils will: <ul style="list-style-type: none"> • recall aspects of the story of Moses learnt in previous lessons; • consider why, in the story, God chose Moses; • identify some of Moses' leadership qualities; • debate the pros and cons of leaving a life the Israelites knew, even as slaves, and following Moses into an unknown future. 	<p>2. Remind pupils about the qualities of leadership identified in the previous lesson and ask them in pairs or groups to gather any knowledge they already have about a great leader: Moses.</p> <p>Briefly share together as a class and fill in any gaps, e.g., Why the Israelites (also known as Hebrews) were in Egypt [descendants of Joseph]; how Moses was saved from the slaughter of the children and came to be an Israelite in the palace [saved by Pharaoh's daughter]; his belief in God [his real mother – an Israelite – nursed him in the palace]; how the Israelites became slaves [the Pharaoh became frightened when they grew in number]; why he fled to the desert [killed a bullying Egyptian officer].</p> <p>Show the clip of God's call to Moses to lead the Israelites out of slavery in Egypt through the Burning Bush. Continue with Moses and Aaron talking to the Hebrew people. Encourage them to note what Moses says about himself and how Aaron helps him.</p> <p>Ask pupils to imagine they have to decide whether to follow Moses or not. Ask them to write the + points and the – points about Moses as a leader on sheets with a picture of Moses in the middle. This could be done individually, in pairs or as a group.</p> <p>Ask them in pairs to work out (a) what led Moses to become a leader of his people [his experience of speaking with God; his position in the Egyptian court; his brother Aaron could speak for him] and (b) what kind of life the Israelites would lead if they followed him into the desert, compared with life in slavery. Hold a class discussion where half the pupils argue for following Moses into freedom and half want to stay as slaves. Make a display.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • link things that are important to them and other people with the way they think and behave; • ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values. 	<p>Key vocabulary: Israelites, Hebrews, Egyptians, Pharaoh, slaves, slavery, freedom, God. ---- See resources for the following: <i>Testament - The Animated Bible - Moses</i> DVD or YouTube version from about 7 minutes in to about 11 minutes. For a version of the story of Moses, see e.g., <i>The Picture Strip Bible</i> or <i>The Lion Storyteller Bible</i>. Some pupils might need help with writing the + and – points.</p>

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Lesson 3 Pupils will: <ul style="list-style-type: none"> • learn about the Israelites, the Pharaoh, the plagues and the freedom to worship; • explore a range of artefacts connected with worship in different religions; • reflect on the differences and similarities in the way that people worship. 	<p>3. Explain that in the time of Moses, the country of Egypt was hit by ten plagues, one after the other. Moses and Aaron told the Pharaoh that these were warnings that he should let the Israelites go free, but each time he refused.</p> <p>Ask the pupils why they think he refused and why the Israelites were determined to go. Why might it be important for people to be able to worship in their own ways?</p> <p>Show the part of <i>Testament - Moses</i> that features the plagues, stopping the film on occasion to check pupils' understanding. Ask the children why they think it was important for the Israelites to worship in their own way. [They did not believe in the Egyptian gods; they wanted to show they believed in their one God; they wanted to keep to their family traditions; they didn't want to be told by someone else who they could worship, etc.]</p> <p>Show a range of artefacts connected with worship in different religions (see resources) or put them in 'mystery bags'. Ask pupils to work in small groups to work out (a) what the items are, (b) how they might be used by believers and (c) which religions the items are from. What similarities and differences do they notice?</p> <p>Under a heading of 'Freedom to worship' ask pupils to make a list of words and draw some pictures showing how people, including the Israelites of Moses' day and Jews, Christians, Muslims, Hindus and many others today, worship in different and similar ways. [Ideas could include: saying prayers, prayer positions, reading scriptures, preaching, offering gifts, singing songs, dancing, wearing special clothes, lighting candles and incense.]</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about what is important to them and to others with respect for their feelings; • describe some of the things that are the same and different for religious people; • use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups. 	Key vocabulary: Israelites, Hebrews, Pharaoh, plagues, freedom, worship. ---- <i>Testament - The Animated Bible – Moses</i> or YouTube version from about 15 minutes in to 20 minutes – the Ten Plagues up to just before the Death of the First-born. There is much uncertainty about who the Pharaoh was at this time; the animation names him as 'Menephtah'. Have a range of artefacts connected with worship available to show.

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Lesson 4 Pupils will: <ul style="list-style-type: none"> • learn about the exodus of the Israelites from slavery in Egypt; • learn how to find the story of the Exodus in the Hebrew Bible or Old Testament; • reflect on the part played by Moses in the story and on his importance for Jews, Christians and Muslims. 	<p>4. Show the part of <i>Testament - Moses</i> that features the Death of the First-born, the release of the Hebrew slaves, the crossing of the Red Sea and destruction of the Egyptian army to the song of deliverance at the end. Stop the film on occasion to check pupils' understanding, e.g., why did some of the Israelites want to turn back? Freeze the film at the end, with the Israelites trailing through the desert. Ask the pupils if they think the song sounds happy or sad at the end? [The words appear triumphant, but the song sounds full of foreboding of the troubles that lie ahead.]</p> <p>Show the pupils a Hebrew Bible and show them where the original story of Moses is found. Explain that 'Exodus' means the mass movement of people and that there may have been around 2 million Israelites leaving Egypt if the Bible story is right. Note that Moses is also an important prophet for Christians and Muslims, as well as the Jewish people. Hand the Bible round the class carefully, showing respect for the Holy Book.</p> <p>Explain that Jewish people today remember the story of the Exodus every year at a festival called Pesach (Passover). This recalls how the angel of death 'passed over' the houses of the Israelites the night when the Egyptian first-born children died.</p> <p>Organise a re-enactment the story using special clothes or hats for each main character. Puppets or pictures could be used for the plagues and red material for the Red Sea. One pupil could be the voice of the burning bush; another could be Moses' staff!</p> <p>Ask pupils at key points to say what Jews, Christians and Muslims might admire about Moses.</p>	Pupils: <ul style="list-style-type: none"> • talk about some of the things that are the same for different religious people; • talk about what is important to them and to others with respect for their feelings. 	Key vocabulary: Exodus, wilderness, deliverance, foreboding, fear, apprehension, hope, Promised Land, Pesach, Passover, Moses (known as 'Musa' in Islam). ---- <i>Testament - The Animated Bible – Moses</i> or YouTube version from about 20 minutes in to 20 minutes – the Ten Plagues up to just before the Death of the First-born. A set of Bibles could be handed round the class and help given in finding Exodus chapters 12-15. Hats for Moses, Aaron, Pharaoh, and others; material to represent the 10 plagues and Red Sea; Moses' staff.

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Lesson 5 Pupils will: <ul style="list-style-type: none"> • think through the experiences of the Israelites as they fled slavery in Egypt to follow Moses into the wilderness to had for the ‘Promised Land’; • make connections between the story of the Exodus and the festival of Pesach. 	<p>5. Introduce pupils to the Exodus Escape from Slavery Game ppt on RE:ONLINE. The object is to reach the Promised Land in the fewest number of moves – but how well do they know the story and how well can they use the clues to work out connections with the Festival of Pesach?</p> <p>If computers are no available, print and cut out the questions, cards and Seder plate from the 2091 supplementary resources to enable small groups to collect what they need for the Seder Meal.</p> <p>Support pupils as they work through the game’s activities.</p> <p>As they finish, ask pupils to play the game again to reinforce what they have learnt. Then move them on to an extension task, e.g., investigating how two Jewish children, Sarah and David, celebrate Pesach on the <i>Jewish Way of Life</i> (JWOL) website (see resources).</p> <p>Near the end of the lesson invite pupils to ask their own questions about the story.</p> <p>Do some wonder why G-d appears so bloodthirsty?</p> <p>Explain that Jews and Christians point out that the Egyptian Pharaoh had slaughtered Israelite children at the time of Moses’ birth and that he had had nine warnings before the final plague. There is a sense of ‘you reap what you sow’ about the story: i.e. actions have consequences and bad actions often come back on the person who does them.</p> <p>Can pupils think of examples where this might happen?</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to (different) religious groups; • ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values. 	Key vocabulary: Pesach, Passover, Seder, Haggadah, Kiddush, yeast, karpas (parsley), haroset (mix of fruit, nuts and wine or honey), maror (bitter herb, e.g. horseradish or chicory), hazeret (2 nd bitter herb, e.g., lettuce), z’roa (lamb shank bone), beitzah (roast egg), matzah (pl. matzot – unleavened bread). Seder cards & plate . Computers to play the Escape from Slavery Game. An alternative would be to use the game’s questions as a basis for discussion in small groups. Find Pesah (Pesach) on the JWOL website: skip the intro by Robert Winston > ‘What we do’ > Time > Festivals > Pesah.

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Lesson 6 Pupils will: <ul style="list-style-type: none"> • hear some stories about Guru Nanak; • identify some of the leadership qualities of Guru Nanak; • reflect on how Guru Nanak might inspire them. 	<p>6. Explain that there are many great religious and other leaders who have had a been affect on the world. Moses was one, now pupils are going to look at a few more, from other religions.</p> <p>Show pupils a picture of Guru Nanak. (1469-1539) and ask the pupils to guess what this man was like from this picture. Ask if they know anything about him. [He was first Sikh Guru, he travelled round India teaching people about God and the right way to live.]</p> <p>Read or tell two stories from his life, e.g., <i>The Rich Man and the Needle of Heaven</i>, <i>The Milk and the Jasmine Flower</i>, <i>The story of Bhai Lalo</i>, <i>Nanak and the Robber</i> or <i>Nanak Helping the Hungry</i>.</p> <p>After each chosen story, discuss with the class what qualities the story illustrates.</p> <p>Ask pupils to draw a picture from one of the stories and explain what qualities Nanak showed. Alternatively, pupils could draw a picture of Guru Nanak and around it list the qualities he showed.</p> <p>Read the story of <i>Nanak's Song</i>. Discuss what the story tells about Guru Nanak [e.g., He was called to do God's will, he would sing about God's Glory, he would keep to the Truth].</p> <p>Explain that many Sikhs have a picture of Guru Nanak in their home to inspire/guide them. Ask pupils to imagine how Sikhs might feel when they look at Guru Nanak on their wall. What is there in Guru Nanak's life that might inspires them?</p> <p>Remind pupils about Moses. Ask them what qualities do they think Guru Nanak shares with Moses?</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about some of the things that are the same for different religious people; • talk about what is important to them and to others with respect for their feelings; • describe some of the things that are the same and different for religious people. 	Key vocabulary: Guru, Sikh, inspires / inspiration. ---- Copies of some stories about Guru Nanak (see resources). Picture of Guru Nanak.

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Lesson 7 Pupils will: <ul style="list-style-type: none"> • know some of the life story of Desmond Tutu; • know that they are all ‘very special people’; • consider how they can ‘make a difference’; • consider how they might change their lives in the light of the qualities shown by Tutu. 	<p>7. Remind pupils that they are investigating ‘how we should live and who should inspire us. Begin this lesson by showing pictures of Desmond Tutu and ask the pupils if anyone knows who he is and/or why he might be important.</p> <p>If possible show a short video clip of him speaking.</p> <p>Explain a little of his life and work including that he is a winner of the Nobel Peace Prize (1984).</p> <p>Use Source A in <i>Special People</i> – Desmond’s letter to children of Year 1 on how and why he decided to follow the way of Christ. (Alternatively, see information on the suggested websites.)</p> <p>Ask pupils to talk to a partner about Desmond: what did he want to do with his life? Who did he want to help and why?</p> <p>Show Source B – Meeting Trevor Huddleston and draw out the fact that he was unknowingly an inspiration to Desmond. He set a good example that Desmond wanted to follow. Bring out the idea that the pupils, like Desmond, are ‘very special people’.</p> <p>Show pupils a set of cards which show good examples, e.g., TELLS THE TRUTH, HELPS PEOPLE, TREATS EVERYONE THE SAME etc., and ask them to talk about someone who sets the good example stated on the card.</p> <p>Issue pupils with Sticky Notes, and ask them to write ways in which they can set a good example that will ‘make a difference’.</p> <p>Ask pupils to share some of their ideas, collect the sticky notes and make a ‘We can Make a Difference’ display.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about some of the things that are the same for different religious people; • talk about what is important to them and to others with respect for their feelings. 	<p>Key vocabulary: Apartheid, racial discrimination, values, respect, archbishop, injustice. ----</p> <p>Information for teachers: This lesson is based on ideas from <i>Special People of Faith and Action</i> (see resources). www.tutu.org</p> <p>Pictures of Desmond Tutu. Video clip of Desmond Tutu.</p>

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Lesson 8 Pupils will: <ul style="list-style-type: none"> • identify some of values by which Gandhi lived his life. • know how the beliefs and actions of Gandhi helped change the world and impact on people today; • recognise their own values in response to Gandhi's teaching and life. 	<p>8. Read, or tell, or research from the internet the story of Gandhi's life. His story could be introduced by telling the story of the Salt March, or use class sets of <i>Mahatma Gandhi</i> by Emma Fischel – the story is simply told in this version, or, watch short video/TV excerpt on Gandhi (which includes original footage of the Salt March).</p> <p>When listening to/watching film of Gandhi's life story encourage pupils to identify what might be important to Gandhi and to other Hindus.</p> <p>Provide pupils with 20 'values' cards (e.g., from <i>Special People of Faith and Action</i>) and ask them to place in an appropriate place on a triangle, either 'Not very important', 'Quite important' or 'Matters most', firstly for Gandhi and then for themselves. A similar activity could be set up with 9 value cards that pupils place in a 'diamond 9' formation, with the most important value at the top, least important at the bottom and other arranged in the middle.</p> <p>If not used previously in this unit of work, ask a pupil to play the part of Gandhi in a 'hot seat' activity, with pupils asking questions about the moral decisions that Gandhi had to make and how his life may have changed the world in some ways.</p> <p>Give each pupil a sticky note and ask them to write on it, 'What is most important to me?'</p> <p>Make a class display or create a class 'Wordle' on this theme.</p> <p>Prepare pupils for a visitor – a representative of a religion / belief community – in the next lesson and ask them to think of questions they might ask.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • talk about some of the things that are the same for different religious people; • talk about what is important to them and to others with respect for their feelings; • ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / 	<p>Key vocabulary: Hindu, dharma, karma, ahimsa, injustice, peace, non-violence. ----</p> <p><i>Mahatma Gandhi</i> by Emma Fischel</p> <p><i>Special People of Faith and Action</i> Edited by Joyce Mackley</p> <p><i>Man of Peace</i> by Audrey Constant</p> <p>Excerpt from the film <i>Gandhi</i> (available on DVD)</p> <p>www.mkgandhi.org</p>

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Lessons 9 & 10 Pupils will: <ul style="list-style-type: none"> • listen to a leader from a religion / belief community; • identify some of values by which they live their life. • pose questions to ask a visitor; • show understanding of what motivates people to work in their community. 	<p>9 & 10. Introduce pupils to a representative of a religion / belief community, e.g., Christian minister or Sikh leader.</p> <p>Having briefed the visitor, ask pupils to listen carefully to them talking about their work and life as a Christian / Sikh.</p> <p>Invite pupils to ask their questions, including about the individuals who have had an impact on the person's life and why. Do they have views about the people studied so far: Moses, Guru Nanak, Desmond Tutu, Gandhi?</p> <p>Encourage open questions where the visitor can talk about the values they live by and the major inspirations in their life.</p> <p>After the talk, encourage the pupils to make mind-maps of the visitor's life and work. The following suggestions may help:</p> <ul style="list-style-type: none"> • main duties and responsibilities in their (religious) work; • how they are involved in rites of passage in their community; • special times in the year; • work in the community ; • major influences in their life, etc. <p>Pupils can go on to write about a week in the life of the visitor, or, around a photo of him / her, write the main aspects of the job. Some pupils might prefer to complete such sentences as:</p> <ul style="list-style-type: none"> • The things that really matter to ... are ... • These are some of our visitor's beliefs ... • The most interesting thing I found out was ... 	Pupils: <ul style="list-style-type: none"> • talk about some of the things that are the same for different religious people; • talk about what is important to them and to others with respect for their feelings; • ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to 	Key vocabulary: Christian, minister, priest, vicar, duties, services, sermon, prayers, beliefs, rites of passage. ---- Brief the visitor to talk about: <ul style="list-style-type: none"> • How they came to be doing their job / role in the community. • What motivates them to continue. • Influential people in their lives. Let them know what the pupils have been exploring in this unit.

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Supplementary Questions: (a) What positive examples have people given that show us how to live? (b) What values and commitments have inspired or been taught by founders of faith or communities, leaders, believers and specific communities? (c) How have actions and examples of people of faith or belief changed our world? (d) How might we change our lives in the light of the qualities demonstrated by other people?			
Learning objectives	Suggested activities for teaching and learning	Outcomes	References and notes
Lessons 11 & 12 Pupils will: <ul style="list-style-type: none">• learn about Christian teaching on love in action;• consider what it means to 'make a difference'.• develop knowledge and understanding of the life and work of Sister Frances;• consider gifts they have that can 'make a difference'.	11 & 12. Read Badger's Parting Gifts. Talk with the pupils about people they know who give gifts that make a difference, e.g. teaching them something or giving good advice. Read the story of the Parable of the Talents. Ask pupils in pairs to talk about gifts and talents they have. Feedback to class and ask if they can think of ways of using these gifts and talents to make a difference to other people. Read the story that inspired Sister Frances Dominica from <i>Special People of faith and action</i> (The man who threw the stranded starfish back into the sea, thus making a difference to that one starfish!). Ask pupils to describe how they might have felt if they were the starfish and lead on to their own experiences of feeling lost, afraid or alone and what helped them to feel better. Explain that this story inspired Sister Frances to open two houses where children with life-limiting illnesses are loved and cared for. Briefly outline more of her story (parts of the website would be helpful at this point). Encourage pupils to ask questions about what happens at the children's hospice. Ask pupils to respond to the idea of using your life in a good way, by selecting one or more of the following creative activities: <ul style="list-style-type: none">• Write a song or poem on 'Making a difference'.• Give each pupil a brick and ask them to write on it a 'gift' they	Pupils: <ul style="list-style-type: none">• describe some of the things that are the same and different for religious people;• link things that are important to them and other people with the way they think and behave.	Key vocabulary: making a difference, hospice, inspirational. ---- <i>Special People of faith and action</i> edited by Joyce Mackley. <i>Badger's Parting Gifts</i> Susan Varley. Helen and Douglas House website (see resources). Parable of the talents (Matthew 25: 14-28) from a Children's Bible. The healing of the daughter of Jairus (Mark 5:21-24,35-43).

	<p>would like to give children at Helen and Douglas House.</p> <ul style="list-style-type: none"> • Write a sentence on the brick saying what they would say to ‘make a difference’ to the children in Helen and Douglas House. (Collect the bricks and place on a picture of a house – name the house ‘Helen and Douglas House’) • Work with a partner on a poster that tells people about Sister Frances and the children’s hospice. <p>At a suitable point, read the story of Jairus’ Daughter and/or Jesus blessing the children.</p> <p>Ask pupils to how they think Sister Frances and other people who work at Helen and Douglas House follow the example of Jesus. (Refer back to the question ‘How did Jesus teach people to treat one another?’)</p> <p>Provide opportunities for pupils to feedback their ideas to the class, including on how they might change their lives in the light of what they have learned in this unit. Who did they find most ‘inspirational’?</p>		Jesus blessing the children (Luke 18:15-17).
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RECORD OF ATTAINMENT

KS2 Unit 9: How should we live and who can inspire us? [B&F] Year 4

All Pupils:	Most Pupils (majority class expectation):	Some Pupils:
B2 talk about some of the things that are the same for different religious people.	B3 describe some of the things that are the same and different for religious people.	B3 use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups.
F2 talk about what is important to them and to others with respect for their feelings.	F3 link things that are important to them and other people with the way they think and behave.	F4 ask questions about the moral decisions they and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values.