

*The questions we might ask:*

- *What does the Bible say about how Christians should treat others and live their lives?*
- *How can Christian faith and beliefs be seen in the actions of inspirational Christians?*

**The ideas we might explore**

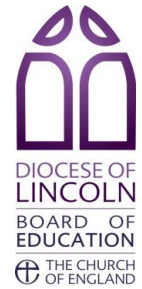
- Belief that humans are created by God in his image (**Genesis 1:26-27**)
- Belief that humans are created to look after God's creation
- Belief that humans should love God and love their neighbour as themselves (**Mark 12:30-31**)
- Examples of this in the Gospels, e.g. the parable of the Good Samaritan, Lost Son, Lost Sheep (*see also God - Christianity*)  
Examples of people who live like this, e.g. Mary (**Luke 1:46-55**), Peter, Paul

# Lincolnshire Locally Agreed Syllabus for Religious Education

## KS1 Compulsory Unit: Being Human (Christianity)

*Suggestions for Teaching and Learning*

By [Gillian Georgiou](#), Diocesan RE Adviser



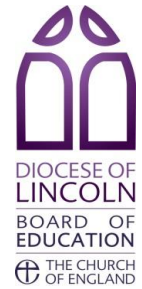
<p><i>The Christian Creation Story</i></p>	<p><i>Recap from God – Christianity: Christian beliefs about God, creation and human beings</i></p> <p><b>Thinking:</b> Take pupils outside and ask them to find as many examples of the natural world as they can. They could produce a chart or a table to record the different things they find. Ask them to think about where these things come from.</p> <p><b>Believing:</b> Introduce the story of creation from either <a href="#">Genesis 1</a> or <a href="#">Genesis 2</a>. Pupils could sequence this story or retell it through drama/role play. Draw their attention to key characters (God, Adam, Eve), key events (creation of different parts of the natural world, creation of human beings) and possible interpretations of the moral of the story (e.g. God is the reason why there is something rather than nothing and humans have special rights and responsibilities in the world). Relate this to Christian beliefs about God (i.e. that God exists, that God is the reason why the world and human beings exist). Focus on the key text <a href="#">Genesis 1:26-27</a>: what do pupils think this means about human beings?</p> <p><b>Thinking:</b> Ask pupils to produce their own creative expression of the creation of human beings in this story – this could be artistic, storytelling, musical, digital, etc. When they have finished, ask them what they are most proud of – what makes them feel happiest about the work they have produced? Connect this with the way God feels when he has created everything, including human beings (<a href="#">Genesis 1:31</a>).</p>
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<p><i>How Should Humans Live?</i></p>	<p><b>Thinking:</b></p> <p>Give pupils a series of scenarios (these could be acted out); in each case, they have to decide what is the right thing to do (e.g. one chocolate bar and two pupils; a pupil being treated unkindly in the playground and other pupils watching; a pupil does something wrong in the classroom and blames it on someone else, etc.).</p> <p>Ask pupils to work in groups to create a ‘responsibility pie chart’ – who is responsible for teaching us what is right and what is wrong? (E.g. teachers, parents/carers, siblings, friends, religious leaders, God, etc.) Pupils must decide what proportion of responsibility belongs to each person – who is the <u>most</u> responsible for teaching us right and wrong? Who is the <u>least</u> responsible?</p> <p><b>Believing:</b></p> <p>Explain that Christians believe they can find out about right and wrong from the teachings in the Bible.</p> <p>Introduce pupils to the Bible as a library of books that contain lots of different types of stories, including stories about right and wrong.</p> <p><a href="https://www.youtube.com/watch?v=tvGTbVP_jlA&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=32&amp;t=0s">https://www.youtube.com/watch?v=tvGTbVP_jlA&amp;list=PLcvEcrsF_9zK0q_Ey3yl7k5LA5v1M7NNs&amp;index=32&amp;t=0s</a></p> <p>Have a few different copies of the Bible (e.g. Children’s Bible, biblegateway.com, New International Version or Good News Bible) available and ask pupils if they can find particular stories (e.g. the story of Jesus’ birth). Are some Bibles easier to use than others? Why? Teach pupils that stories in the Bible are often written down as book, chapter and verse. Challenge them to find the story of Daniel in the lion’s den (Daniel 6), the story of creation (Genesis 1 and Genesis 2), the story of Noah’s Ark (Genesis 6:9-22), the story of Mary being told she will have Jesus (Luke 1:26-38), etc.</p> <p>Introduce the Greatest Commandment (<a href="#">Mark 12:30-31</a>): this is one of the key teachings of Jesus contained in the Bible that tell Christians what is right and how to live a good life.</p>
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	<p>Ask pupils to analyse the text – what might it mean to love God with your heart, soul, mind, and strength? Make connections with feeling, thinking and doing. How does loving your neighbour connect to loving God? (You might like to show this: <a href="https://www.youtube.com/watch?v=uLxt6-1dzwQ">https://www.youtube.com/watch?v=uLxt6-1dzwQ</a> – it’s a bit cheesy!)</p>
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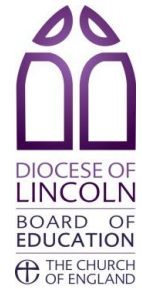
Ask them to produce something that will remind a Christian of this important teaching from the Bible (you could use [this template](#) to create a bookmark for a Bible or challenge pupils to design something themselves, e.g. a stained glass window, a badge, etc.)

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<p><i>The Parable of the Lost Son</i></p>	<p><b><u>Believing:</u></b></p> <p>Explain to pupils that you have lost something very precious to you. Ask them to help you find it – provide a series of clues to help them find the hiding place. Before they set off on the hunt, ask them to record a few words that might describe how you are feeling. Once they have found the object and returned it to you, ask pupils to record a few words that might describe how you are feeling now. What is the difference?</p> <p>Introduce the story of the Lost Son (<a href="#">Luke 15:11-32</a>). In the first instance, provide pupils with an accessible version of the story and ask them to identify the key characters, key events and possible meaning of the story. Don't provide any 'official' interpretation (e.g. 'this is a story about forgiveness...'). Ask pupils to explain what they think the meaning of the story is, providing evidence from the text to support what they are saying.</p> <p>Remind pupils of the precious object you had lost at the beginning of the lesson – how did you feel when it was lost and how did you feel when it was found? Does this connect with any of the characters in this story?</p> <p>Explain that this is a story told by Jesus. Jesus told lots of special stories, called <b>parables</b>, to help people learn more about God.</p> <p>Ask pupils to complete the sentence, giving reasons to support what they are saying:</p> <p>In this story, God is like the... because...</p> <p>Ask pupils to imagine what might have been happening before Jesus told this story that made him think it might be a good story to tell. Ask pupils to imagine what difference Jesus might have thought this story would make to his audience. This could be done as a silent conversation, as hot-seating, as a piece of creative writing, etc.</p> <p>Ask pupils to complete the sentence, giving reasons to support what they are saying:</p>
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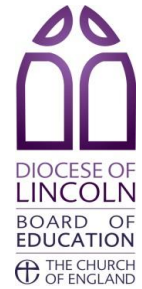
	<p>In this story, human beings are like the... because...</p> <p>Ask pupils to complete a <b>parable</b> hidden meaning box (a blank box template; sequence the story in pictures or words on the outside edges, then plan the hidden meaning inside the box): they could place their two sentences ('In this story, God/human beings are like the... because...') inside the box.</p>
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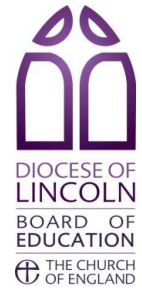
<p><i>The Parable of the Good Samaritan</i></p>	<p><b>Thinking:</b></p> <p>Show pupils some pictures of different children (not in the school community) – ask them to pick out which children they think might be kind/friendly/naughty/mean, etc. They must provide a reason why they think this.</p> <p>Discuss the idea that we often judge people without really knowing them. Is this something the pupils have experienced themselves? How did it make them feel? How might they like to have been treated differently?</p> <p><b>Believing:</b></p> <p>Introduce another of Jesus’ <b>parables</b> (stories that help people understand more about what God is like), the <b>parable</b> of the Good Samaritan (<a href="#">Luke 10:25-37</a>):</p> <p><a href="https://www.youtube.com/watch?v=OD-bTuVk2Tw&amp;list=PLcvEcrcF_9zliwCZSRPXjf75R1n978G5v&amp;t=3s&amp;index=2">https://www.youtube.com/watch?v=OD-bTuVk2Tw&amp;list=PLcvEcrcF_9zliwCZSRPXjf75R1n978G5v&amp;t=3s&amp;index=2</a> (watch up to 2.43)</p> <p>Pupils might want to ask ‘I wonder...?’ questions (e.g. ‘I wonder if the story would have been different if the person who had been hurt was a woman, not a man?’, ‘I wonder if the story would have been different if the bandits had attacked the man in order to get enough money to buy medicine for their sick child?’, ‘I wonder if the story would have been different if we knew that the person who had been attacked was a really horrible, mean person?’, etc.).</p> <p>Ask pupils to identify the key characters and events in the story. Remind them of the Greatest Commandment covered in Week 2 (<a href="#">Mark 12:30-31</a>) – this <b>parable</b> helps Christians understand who their neighbour is so that they can follow this commandment properly.</p> <p>Ask pupils to create something to reflect Mark 12:31 – “Love your neighbour as you love yourself”, focusing on what they have learned about who a ‘neighbour’ might be according to the <b>parable</b> of the Good Samaritan. This could be artistic, creative writing (their own version of the <b>parable</b>, for example), a drama, a digital design for a poster, etc.</p>
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### Thinking:

Watch this clip of Jo Cox's maiden speech in Parliament:

<https://www.youtube.com/watch?v=u3OQRnJ1zrQ> (up to 0.47).

Explain that she is talking about her local community. Ask pupils to consider their own local community – what different types of diversity can they identify (e.g. religious, cultural, age, gender, etc.)? Does this mean that we should treat everyone differently?

What might the **parable** of the Good Samaritan and Jo Cox's speech tell Christians about how to treat different types of people in the community?

Ask pupils to come up with one practical way in which they can be a 'Good Samaritan' in their local community over the next few weeks.

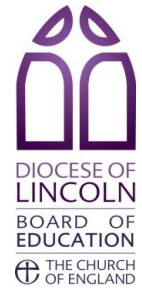


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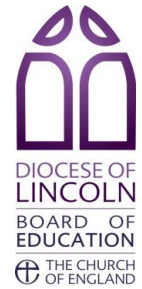
<p><i>The Parable of the Mustard Seed</i></p>	<p><b>Thinking:</b></p> <p>Put together a presentation showing baby photos of various members of staff; ask pupils to see if they can guess which baby photos show which members of staff.</p> <p>Play ‘give us a clue’ – put pupils in teams; one person in the team must act out the word(s) on the card and the rest of the team must guess what is on the card. The words on the cards are all activities that the pupils can do now, but couldn’t do when they were babies (e.g. reading, writing, speaking, brushing their teeth, playing football, etc.)</p> <p>Ask pupils to think about how they are different now from when they were babies; ask some ‘I wonder...?’ questions (e.g. ‘I wonder whether you knew as a baby that you would be able to read and write when you grew up?’, ‘I wonder whether you can guess now what you might be like when you are a grown up?’, etc.).</p> <p><b>Believing:</b></p> <p>Introduce the <b>parable</b> of the mustard seed (<a href="#">Matthew 13:31-32</a>; <a href="https://www.youtube.com/watch?v=ifKH0-y7O_I">https://www.youtube.com/watch?v=ifKH0-y7O_I</a>). Remind pupils that <b>parables</b> are stories Jesus told to help people understand what God was like (e.g. the <b>parable</b> of the Lost Son) and how to live a good life (e.g. the <b>parable</b> of the Good Samaritan).</p> <p>Show pupils some mustard seeds – ask them to look at the seeds and describe them, then give them magnifying glasses so they can study them in more detail. Explain that from this tiny seed will grow a large tree (e.g. <a href="https://www.britannica.com/plant/mustard">https://www.britannica.com/plant/mustard</a>). Ask pupils if they can think of any other things in the natural world that grow from seeds; perhaps visit the school garden/allotment if appropriate.</p> <p><b>Thinking:</b></p> <p>In the story, Jesus describes the ‘<b>kingdom of heaven</b>’ as being like a mustard seed that grows into a strong tree that provides shelter for the birds.</p> <p>Ask pupils to write down words they connect with a Christian understanding of what God is like (e.g. from the <b>parable</b> of the Lost</p>
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	<p>Son) and words they connect with a Christian understanding of how people should treat each other (e.g. from the <b>parable</b> of the Good Samaritan). If the <b>kingdom of heaven</b> is God's kingdom, what do they think it will be like, based on these words? ('I think the <b>kingdom of heaven</b> will be like... because...'). This could be carried out as filmed interviews to be put together in a class vlog.</p> <p>Ask pupils to think of what things Christians could do in their local community to make the world more like the <b>kingdom of heaven</b>. They could write these on leaf shapes to be built into a visual display – <b>kingdom of heaven</b> could be written on a seed, with all the things that Christians do to help the <b>kingdom of heaven</b> grow strong written on leaf shapes (e.g. support foodbanks, visit those who are struggling, spend time with a friend who feels sad, pray, give to charity, cook a meal for someone who is very busy, etc.).</p>
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<i>Summative</i>	Ask pupils to produce an iBook/website that describes how Christians think people should live; they should refer to key words, key biblical texts, key beliefs and key stories in their work. Make sure there is an opportunity to share their work so that they can receive (peer) feedback.
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