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| <b>Spring 1 Year Group:</b> Three | <b>Teacher:</b> Jess Toone | <b>Religion/belief:</b><br>Judaism/Islam | <b>Key Question:</b> Who should we follow? |
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**Focus Question: Who inspires you?**

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| <b>Links with:</b><br><b>Spiritual</b><br><b>Moral</b><br><b>Social</b><br><b>Cultural</b> | <b>Possible Cross-curricular links:</b><br><b>Dance/drama</b> – as an interpretation of the Exodus story<br><b>Art</b> – using collage and painting (use of colour) to symbolise the qualities of a leader and someone who inspires them<br><b>English</b> – write a letter to the person who inspires you | <b>Shared human experience:</b> pupils will ask questions about and make links between their own experience and stories of people who are followed.<br><b>Living religious traditions:</b> pupils will ask questions about the lives and examples of founders and leaders of religion;<br><b>Beliefs and values:</b> pupils will investigate the beliefs and values of founders and leader.<br><b>The search for personal meaning:</b> pupils will consider the values example of those people who are followed for their own lives and their own beliefs and values; example of those people who are followed for their own lives and their own beliefs and values; |
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| <b>Attainment Target 1: Learning about religion and belief</b><br>· <b>describe</b> the ways in which founders and those we follow influence the beliefs and values of members of the faith;<br>· <b>describe</b> some links between stories of founders and leaders and the beliefs and teachings of a religion;<br>· <b>consider the meaning</b> of believers' responses to leaders and religious founders, including artistic or musical responses;<br>· <b>begin to use specialist vocabulary</b> in communicating their knowledge and understanding.<br>· <b>use and suggest the meaning of</b> information about religious founders and leaders from some different sources. | <b>Attainment Target 2: Learning from religion and belief</b><br>· <b>respond</b> to the challenges of commitment to following leaders and religious founders;<br>· <b>discuss their own and others' views</b> of those we follow including religious founders and leaders expressing their own ideas.<br>· <b>reflect</b> on sources of influence and inspiration in their own and others' lives. |
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|            | <b>Key questions</b>                                       | <b>Learning objectives/intentions</b>   | <b>Possible activities</b>  | <b>Possible resources</b> |
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| <b>SHE</b> | Can I identify qualities that a good leader needs to have? | To consider why people put their trust in others.<br><br>To suggest qualities people think it is important for leaders to have. | Play games involving trust such as Follow the Leader or blindfolding a child who is led around an obstacle course by a partner. Discuss feelings involved in being the leader and the follower. Class/groups devise a list of qualities a person requires in order to be trusted. Sort qualities into a hierarchy of importance.<br>Who do we trust in school?<br>What does it mean to trust others?<br>Why do we trust others?<br>Which famous person do we look up to?<br>Why?<br>What qualities do we think are good in a famous person?<br>What makes people stand out from the |                           |

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|                |   |  | crowd?<br>What preparations would we make if our favourite celebrity visited our school?  |  |
| <b>LRT</b>     | Can I explain who Moses was and why he is significant leader in the Jewish faith? | <p>To become familiar with the story of Moses and his role as leader of the Jewish people.</p> <p>To identify Moses as important leader for the Jewish people.</p> <p>To identify leadership qualities displayed by Moses.</p> | <p>The story of the Exodus, under the leadership of Moses.</p> <p>Read accounts of Moses in role as leader eg. confronting Pharaoh, leading Jews out of Israel, guiding people in the wilderness years. In groups, choose a key moment to freeze frame or make a tableau and discuss emotions, actions and its importance. Record qualities. Moses displayed and link to previous list. Relate these to Moses showing leadership by meeting peoples' needs, caring and sharing, being committed to his faith, showing moral behaviour</p> |  |
| <b>B and V</b> | Can I explain the Jewish belief in the covenant?                                  | <p>To begin to understand the Jewish belief in covenant.</p> <p>To identify the belief and how it is exemplified in the examples</p>   | <p>Examine Jewish beliefs in covenant in light of leadership of Moses and events of Exodus. What was the covenant? Who was it between and what was required of the participants? The Jews believe they have a special covenant relationship with God who will always be there for them.</p> <p>Make a visual representation (poster, collage, painting) which depicts the covenant or produce a dance/drama interpretation.</p>   |  |
| <b>SPM</b>     | Can I reflect on the people who inspire me and explain the reasons why they do?   | <p>To reflect on qualities that inspire them to trust someone.</p> <p>To suggest qualities of leadership that are important to them.</p>   | <p>Complete a spider diagram with a body outline in centre, labelled with their name or that of someone who inspires them.</p> <p>Who do I trust? Why?</p> <p>Do I think Moses was a leader worth following (inspirational)? Why?</p> <p>Am I trustworthy/inspirational? How/why?</p> <p>Did any part of the Exodus inspire me? Why? How?</p> <p>What special qualities do I have and</p>   |  |

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|  |  |  | <p>what could I do with them?<br/>Who is my role model? How do I show they are special?<br/>Am I capable of judging whether someone is special? Why?<br/>Should I agree with everything my role model says? Why?<br/>Extend legs to boxes and label these with qualities that would lead them to follow someone or that they would like to develop.<br/>Children could write a letter to the person they are inspired by or illustrate qualities using colours eg in painting, weaving, collage work and label.</p> |  |
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