

Spring 2 Year Group: Three		Teacher: Jessica Toone		Religion/belief: Christianity		Key Question: Who should we follow?	
Focus Question: What makes a good leader?							
Links with: Spiritual Moral Social Cultural		Possible Cross-curricular links: ICT – television interview recorded English – play script; poems linked to the theme		Shared human experience: pupils will ask questions about and make links between their own experience and stories of people who are followed. Living religious traditions: pupils will ask questions about the lives and examples of founders and leaders of religion; Beliefs and values: pupils will investigate the beliefs and values of founders and leader. The search for personal meaning: 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;			
Attainment Target 1: Learning about religion and belief · describe the ways in which founders and those we follow influence the beliefs and values of members of the faith; · describe some links between stories of founders and leaders and the beliefs and teachings of a religion; · consider the meaning of believers' responses to leaders and religious founders, including artistic or musical responses; · begin to use specialist vocabulary in communicating their knowledge and understanding. · use and suggest the meaning of information about religious founders and leaders from some different sources.				Attainment Target 2: Learning from religion and belief · respond to the challenges of commitment to following leaders and religious founders; · discuss their own and others' views of those we follow including religious founders and leaders expressing their own ideas. · reflect on sources of influence and inspiration in their own and others' lives.			
	Key questions	Learning objectives/intentions	Possible activities		Possible resources		
SHE	Can I show my understanding of what it means to be saved in daily life?	To understand what it means to be saved in daily life. To compare the relationship between rescuer and rescued.	Give groups of children different scenarios that are cliff hangers. Children suggest solutions. Read a story or collect headlines/stories from media of people being saved. Investigate people who 'save' e.g. lifeguard, lollipop person, fireperson, doctor, teacher, carer, friend. Highlight being saved emotionally vs. physically. Make a display of brainstormed emotions/characteristics of people involved using a writing frame/cartoon/poem. Explore the connection between rescuer and rescued. How would someone who has been rescued or rescues feel?				

			<p>What makes a good rescuer?</p> <p>What different types of 'being saved' are there e.g. physical and emotional? Who 'saves' us in our everyday lives? (doctors, firefighters etc)</p> <p>Are our friends good role models to use?</p> <p>Who do we look up to?</p> <p>What role models are there in our school or community?</p> <p>What should we do about bad role models?</p>	
LRT	Can I explain the stories in the Bible about Jesus and the meanings behind them?	<p>To know about Jesus as a historical figure who was a teacher, healer, and friend.</p> <p>To identify the stories as examples of Jesus' teaching and the Bible as their source.</p> <p>To explain how the theme of salvation is present in the stories.</p>	<p>Investigate stories from New Testament e.g. Zacchaeus, Lost Sheep, Lost Son, healing the blind/lame. Develop possible interview questions or 'hot seat' the characters. Rewrite in a modern context. Express response of the characters in poetry/music/drama. Design a book jacket or visual image to portray a critical moment in the story.</p> <p>New Testament stories that Jesus told which show salvation e.g. the Lost Son, Lost Sheep</p> <p>Maundy Thursday and Good Friday</p> <p>The cross represents death and salvation</p> <p>The lives of famous Christians, e.g. Archbishop Desmond Tutu, Corrie Ten Boom.</p> <p>Local churches and the charitable works they do.</p>	
B and V	Can I explain the significance of the Easter story for Christians?	<p>To begin to develop understanding that Christians believe Jesus saved people through his example.</p> <p>To identify the events of Good Friday.</p> <p>To recognise that Christians believe Jesus was example of God's</p>	<p>Focus on events of Maundy Thursday and Good Friday e.g. washing of feet, carrying through a difficult task. Who was Jesus rescuing? How? Write an account/conduct a television interview from viewpoint of a bystander, Disciple, guard, Pilot etc. which presents their reaction to events. Focus on Jesus' words/actions, especially to Judas, court, and on cross to thieves and God.</p> <p>Key message: Jesus was a teacher who told stories to guide Christians.</p>	

		love and forgiveness.	<p>Jesus offers salvation to everyone who asks for it. Jesus is an example of God's love and forgiveness. That following Jesus involves commitment. That Christians should follow Jesus' example when living their lives.</p> <p>Examine the symbolism of cross/crucifix as representing death, salvation/resurrection and design their own version. Explore Christian response to Saviour in music and art. eg.hymns, songs, paintings, sculpture, stained glass. Using the arts, produce an interpretation of what could be a Christian response.</p>	
SPM	Can I explain to others what salvation means?	<p>To begin to identify and value qualities which could encourage or support change and growth.</p> <p>To indicate which values/qualities are important to them through their choices or explanation.</p>	<p>Have I ever been rescued? How did I feel? How would I feel if I was rescued? Would I make a good rescuer? Why? Who would I rescue? Why? Who do I think is worth following? How would I show commitment to someone? Would I try to live my life like someone else's? Who do I respect/non respect? Why? Write an acrostic/haiku poem/playlet (e.g. Passion play) about salvation or decide how to complete a scenario from daily life. Explore characteristics/qualities they regard as important. Include possibilities for change, how this could be brought about and who could help them.</p>	