

Leaders and followers

Family and Faith: How are the Christian and Jewish families led?

YEAR GROUP 3

**Telford & Wrekin Religious Education:
Support for Schools from SACRE**

Jamal's picture is about family life, and is called 'Celebrating life and celebrating love'



TITLE OF UNIT:

**Leaders and followers: how are the Christian and Jewish families led?
What difference does faith make to family life?**

YEAR GROUP: 3

ABOUT THIS UNIT:

Throughout this unit, pupils will learn about the significance of leaders in religion, primarily in Christianity and Judaism. They will have the opportunity to focus on the impact of these leaders on families' daily lives. Important questions will be raised, such as 'Who was Jesus and why do people follow him today?' 'What is the role of a rabbi as a leader and how can they impact on Jewish families' lives?' This unit of work is intended to enable pupils to further develop skills in methods of enquiry, which will then encourage pupils to consider and describe who and what influences and inspires theirs and others lives.

Estimated time for this unit (in hours) 8 -10 hours of teaching time

Where this unit fits in:

This unit will help teachers to implement the Telford & Wrekin Agreed Syllabus for RE by developing knowledge, skills and understanding in relation to how the beliefs and teachings of key religious figures have inspired and influenced followers of Christianity and Judaism today.

Issues of continuity and progression –This unit enables pupils to make progress particularly by building upon the idea that religious teachings and ideas make a difference to individuals, families and the local community.

KEY STRANDS ADDRESSED BY THIS UNIT

- knowledge and understanding of religious beliefs, teachings and sources }
- knowledge and understanding of religious practices and lifestyles } AT1
- *skill of asking and responding to questions of identity and experience* }
- *skill of asking and responding to questions of values and commitments.* AT2}

ATTITUDES FOCUS

The unit enables pupils to develop attitudes of:

- **Self-awareness:** by thinking about the influences on their own lives
- **Respect for all:** by taking account of the different ways of life found in two religions
- **Open-mindedness:** by considering how their lives would be affected by religious observance.

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have: Learned about the main features of the Christian and Jewish faith</p> <p>Understood that the words 'Christian' and 'Jewish' are used to identify people who follow Jesus</p> <p>Discussed the question, 'what makes a good leader?'</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Christian, Jesus, Leader, Follower, Disciple, John's Gospel, Bible, eternal life, Christian minister, Church, healing, miracle, parable, love, forgiveness</p> <p>Judaism Jewish, Jesus, Synagogue, Rabbi, Jewish community, Shabbat, Torah.</p>	<p>Text</p> <ul style="list-style-type: none"> ◆ Bible - Stories from St John's Gospel ◆ Children's Bible ◆ Pictures & posters of vicar, minister, rabbi ◆ Judaism: A Pictorial Guide (RE Today) has a good cartoon feature on a day in the life of a Rabbi. ◆ A useful source of information about Shabbat is Maureen Harris, 1996, <i>Living Religions: Judaism</i>, Nelson Thornes, ISBN 0-17-428052-1. ◆ Also try: http://askmoses.com/ and search for 'Shabbat'. <p>Web</p> <ul style="list-style-type: none"> ▪ www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching RE to this age group. ▪ 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/learningzone/clips ▪ 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/ks2 ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Good quality information and learning ideas on Christianity: www.request.org.uk/infants/ ▪ There is some more TV material at: www.channel4.com/learning ▪ The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: www.cleo.net.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/spiritedarts <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➢ Festivals 1 and 2 DVD (sequences from all three religions) ➢ Say Hello to... (Interactive whiteboard CD and book) ➢ Developing Primary RE: Faith Stories, ed. Joyce Mackley, RE Today Services ➢ Developing Primary RE: Home and Family, ed. Joyce Mackley, RE Today Services ➢ RE Ideas: Christianity, RE Today Services ➢ Opening Up Easter, ed. Fiona Moss, RE Today Services ➢ Opening Up Judaism, ed. Fiona Moss, RE Today Services <p>DVD / Video / visual</p> <ul style="list-style-type: none"> ◆ Godly Play resources for The Good Shepherd & Jonah & the Whale ◆ Water, Moon, Candle, Tree and Sword (video pack and teachers' resources) ◆ RE Quest: What's it like to be a Christian? Interactive powerpoints and worksheets (2 x DVD) ◆ Quest: Animated World Faiths (videos, booklets, teachers' guide) ◆ Testament: the Bible in Animation (videos or DVDs) Moses. ◆ BBC Pathways of Belief: Christianity (video) ◆ BBC Pathways of Belief: Judaism (video)
<p>The unit enables pupils to develop:</p> <ul style="list-style-type: none"> • Spiritually by reflecting on self-awareness. Asking the question, 'Who influences my life?' • Morally by exploring the influence of family, friends, and how society is influenced by beliefs, teachings and guidance from religious leaders. • Socially by considering how religious and other beliefs lead to particular actions. 		

EXPECTATIONS	
At the end of this unit: (Levelled 'I can...' statements)	
Nearly all pupils will be able to work at level 2	<ul style="list-style-type: none"> ◆ I can ask questions about what it means to follow Jesus ◆ ...talk about my own feelings and ideas ◆ ...work out some good questions to ask a Christian minister or Jewish rabbi about something that I would like to find out
Most pupils will be able to work at level 3	<ul style="list-style-type: none"> ◆ I can use some religious words and phrases to describe the ways a Christian and Jew might practise their faith at home ◆ ...say what difference following Jesus makes to the life of a Christian using some religious words ◆ ...say how following the Torah has an impact on Jewish life, using some religious terms and concepts ◆ ...ask some questions about the Christian and Jewish religions and describe their effect on people's lives using the right words
Some pupils might be able to work at level 4	<ul style="list-style-type: none"> ◆ I can devise some thoughtful questions and suggest some thoughtful answers about what makes a leader worth following ◆ ...give some reasons why a person today might choose to follow Jesus, or follow the Torah ◆ ...understand the link between following a religious authority such as Jesus or the Torah and the kind of person I might follow, or who influences me. ◆ ...ask some questions and suggest some answers about the work of a Christian minister or a Jewish rabbi ◆ ...express my own ideas about some Christian and Jewish values
ASSESSMENT SUGGESTIONS	
<p>This work can be assessed through tasks such as these:</p> <p>Pupils to write some questions in the form of an interview. Write questions that they would like to ask about who they follow and why their faith is important to them.</p> <p>I can ask some questions and suggest some answers about the work of a Christian Minister or Jewish Rabbi</p> <p>I can express my thoughts about what inspires and influences Christians, Jews and myself</p> <p>Pupils to write about the impact that following Jesus has on a Christian/Jewish family</p> <p>Pupils to write about what inspires and influences their own lives</p>	

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	POINTS TO NOTE
What makes a good leader?	<p>To recognise the qualities that are important to be a good leader</p> <p>To know why Jews and Christians believe Moses was chosen by God as a good leader</p>	<p>Which are the most important qualities for a good leader?</p> <ul style="list-style-type: none"> ▪ Introduce the concept of a leader. As a starter, play a 'follow my leader' or 'Simon says' game and discuss with children what makes a good leader in the game. Children asked to consider leaders in the context of the story of Moses and the Burning Bush (Exodus chapter 3). What qualities did Moses display in the story? He had some weaknesses too. Are leaders perfect? ▪ Discuss what a leader does. Do they know the names of any leaders? Brainstorm a list of leaders. Ask children to imagine that they are choosing a leader to be a head teacher or leader of a new political party. Give the children blank cards to work in pairs, write important qualities that make a good leader. As a class, rank them in order of importance on the IWB. Discuss reasons. ▪ Return to listen to the story of Moses & the Burning Bush (there is a video version in the series called 'Testament' from S4C, and there is a sequence in the film 'The Prince of Egypt'), role play and freeze frame some aspects of the story. Talk about it being an important story both for Christians and Jews. Discuss which parts explain Moses' leadership. How did he show that he was obedient to God? ▪ Create a 'Wanted!' poster to illustrate the work of Moses in the Bible. In the story, what did God want him to do? What qualities was God looking for in a leader? 	<p>I can say what qualities make a good leader</p> <p>I can listen to the thoughts of others and put forward my own ideas</p> <p>I can talk about why Moses was chosen to lead the slaves out of Egypt</p>	<p>Literacy & ICT Link</p> <p>Note that Moses is a significant figure for both Jews and Christians (and a Prophet of Islam as well). His stories are mysterious and challenging, but can be exciting too.</p>

<p>Who inspires and influences you?</p>	<p>To identify who or what influences and inspires them</p> <p>To understand the concepts of influence and inspiration and apply the ideas for themselves.</p>	<p>Who is your inspiration? Who influences you?</p> <ul style="list-style-type: none"> ▪ Explore the idea of a role-model. Who is special in your life? Who influences the things you do, how you behave? What you think? What you wear? How you spend your time? ▪ Pupils to draw the outline of the person who mostly influences their own life. Around the outside, write 5-10 words that describe that person. On the inside of the outline (near the heart?) they say why they want to be like that person, what their own feelings about this might be.. ▪ Pupils may choose their friends, family members or someone in the media who has an influence on their lives. 	<p>I can describe who or what inspires and influences me</p>	<p>The concepts of 'inspiring' and 'influence' are very important here. They are worth exploring in lessons other than RE.</p>
<p>Who was Jesus and why do people follow him today?</p>	<p>To understand why Christians follow Jesus</p>	<p>Why do people follow Jesus today?</p> <ul style="list-style-type: none"> ▪ Read stories from the Bible to exemplify how Jesus was a good leader and inspirational to Christians. ▪ Share stories through 'Godly Play' to promote awe and wonder, stimulating children's thoughts and ideas. Parables such as The Lost Sheep, the Prodigal Son or the Great Feast show Christians that Jesus is their saviour. ▪ Show the 7 'I am' sayings found in St John's Gospel e.g. bread, light, door/gate, way, truth & life, vine, resurrection & life & shepherd ▪ Working in pairs, ask pupils to consider: <ul style="list-style-type: none"> ▪ how they can be shining lights; ▪ who is the light of their life and why; ▪ who has 'opened a door' for them; ▪ who feeds their mind or spirit; ▪ if anyone is like a shepherd for them ▪ Circle Time could be used for pupils to explore this concept. Symbolic images selected or drawn by the class can make an excellent display. 	<p>I can talk about the 7 'I am' sayings that Christians see about Jesus</p>	<p>Jesus said 'I am... ...the door ...the light ...the good shepherd ...the bread of life ...the true vine ...the way, the truth and the life ...the resurrection</p>

<p>What impact does a Christian Minister have on Christian family life?</p>	<p>To describe how a Christian is 'led'</p> <p>To ask 'open' questions to find out how a Christian is influenced</p>	<p>Why and how do Christians follow Jesus today?</p> <ul style="list-style-type: none"> ▪ Choose two different people either from the school community or local community, who are practising Christians. Pupils to choose some open-ended questions to enable the interviewee to give thoughtful answers. ▪ Ask the Christian to describe some of the things that they do with their families at home. What's important to them in everyday lives? How do they follow Jesus at home, and at church? ▪ Use a website, video clip or PowerPoint which shows Christians talking about their beliefs to help think about good questions to ask the visitor. Watch BBC Pathways of Belief: Christianity / Church ▪ Discuss as a class what they have found out about how Christians follow Jesus. ▪ Write a letter to thank the Christian and say what they have learned. ▪ Explore the idea of influence in this example, and get pupils to think about who influences them in their choices (about for example clothes, music, activities, behaviour and beliefs). 	<p>I can describe what difference following Jesus makes to the life of a Christian family, using religious words</p> <p>I can ask some questions about what Jesus means for Christians and suggest some of the answers a Christian might give</p> <p>I can write about who I follow and why</p>	
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<p>What impact does a Rabbi have on Jewish family life/</p>	<p>Some ways in which Judaism is practiced today, and how the community is led.</p>	<p>Why and how do Jews follow their faith today?</p> <ul style="list-style-type: none"> ▪ Choose two different people either from the school community or local community, who are practising Jews. Pupils to choose some open-ended questions to enable the interviewee to give thoughtful answers. ▪ Ask a Jewish visitor to describe some of the things that they do with their families at home. What’s important to them in everyday lives? How do they follow their faith at home, and at synagogue? ▪ Use a website, video clip or PowerPoint which shows Jews talking about their beliefs to help think about good questions to ask the visitor. Watch BBC Pathways of Belief: Judaism. What does the Rabbi do? How is the Rabbi a leader? If children were looking for a new Rabbi for a synagogue, what job description would they write? ▪ It’s good to concentrate here not just on the practice of ritual, but on the spiritual impact of the faith: security, community, meaning and happiness are found in faith by many Jewish people. 	<p>I can say what difference following the Torah makes to the life of a Jewish family, using religious words</p> <p>I can ask some questions about what Jesus means for Jews and suggest some of the answers a Jew might give</p>	<p>Link this learning to earlier units on Synagogue, Torah and Moses that children will have studied.</p>
<p>What are the similarities and differences between how Christians and Jews follow their leaders?</p>	<p>To comment upon what is the same about how Christians and Jews follow Jesus</p> <p>To comment upon what is different about how Christians and Jews follow Jesus</p>	<p>What have you learned about the similarities and differences between how Christians and Jews follow their leaders?</p> <ul style="list-style-type: none"> ▪ With a partner, think, pair & share what you have found out about the way that Christians and Jews follow leaders. ▪ Be ready to explain your ideas to the class, giving reasons. ▪ How are these findings different to your life? ▪ Make a chart to show the similarities and differences between the two leaders. ▪ A two- or three-circle Venn diagram is a good way to show this – get pupils to do it in rough, compare with others and then make a best final version. 	<p>I can describe some things which are the same and different between how Christians and Jews follow Jesus</p> <p>I can describe 3 things Jews or Christians do to practise their faith at home</p>	<p>A ‘Venn Diagram’ or the thinking skills structure called ‘Double Bubble’ are good for this task</p>

<p>What questions would I like to ask a religious leader if I was interviewing them?</p>	<p>To devise thoughtful questions about how and why a Christian minister follows Jesus</p> <p>To devise thoughtful questions about why a Jewish rabbi follows the Torah</p>	<p>How and why do you follow a leader in life?</p> <ul style="list-style-type: none"> ▪ Pupils to interview a local faith community leader. Ask some questions that are pre-prepared. Ask questions about who they follow and why, what particular things they do in their daily lives that show their commitment to Christianity and Judaism. ▪ Create a newspaper article, story board or cartoon showing 'A week in the life of a Vicar or 'A day in the life of a Rabbi.' ▪ Include digital images, interviews, illustrations, children's viewpoints and quizzes & word searches. Sell them to parents! 	<p>I can devise thoughtful questions and suggest some answers about what makes a leader worth following</p> <p>I can ask some questions about the work of a Christian minister or rabbi</p>	<p>ICT link using Microsoft Publisher</p>
<p>What have we learned in this unit of RE?</p>	<p>To think about the impact Jesus has on lives today.</p> <p>To think about the impact living by the Torah has on lives today.</p>	<p>Thinking back and summing up</p> <ul style="list-style-type: none"> ▪ Do you think people think Jesus was a good role-model to follow? ▪ Can you explain why Moses and Jesus inspire and guide people today? ▪ What are your thoughts about Moses and Jesus as leaders in light of what you have learned throughout this unit? ▪ What did you learn about leaders in the Christian and Jewish communities? ▪ Why are leaders important to you? Give 3-5 reasons if you can with a partner. 	<p>I can say what I have learned about the topic of 'Leaders and Followers'</p> <p>I can respond sensitively to the religious lives of others.</p> <p>I can suggest meaning in the family life of the people I've learned about.</p>	