



***Sandwell SACRE RE  
Syllabus: Non-Statutory  
Exemplification***

***The power to make a  
difference. What can we  
learn from Stories of  
Jesus?***

***YEAR GROUP: 2***



**Children & Families**

## *The power to make a difference. What can we learn from Stories of Jesus?*

### **YEAR GROUP: 2**

#### **About this unit:**

##### **Year Two**

This unit enables pupils to examine some stories of Jesus. Christians believe he was the perfect expression of God; 'The Christ'; Son of God; Saviour. The focus is on God as a source of power as revealed through the stories, actions and teachings of Jesus in Christian belief and Scripture. Pupils will learn about the meaning of the Lord's Prayer and its place in Christian prayer today. Opportunities are provided to explore the use of prayer in empowering Christians and to consider how pupils can be empowered to bring about change in their lives.

This is a non-statutory unit of work written to guide and assist teachers using the Sandwell Agreed Syllabus for RE. The starting point for this unit for 6-7 year olds is telling and hearing stories of the powers and prayers of Jesus. The aim of this work is to enable children to reflect on the powers they may have – especially the power to make a difference to others through kindness. The key concept is the idea of power, linking the stories of Jesus with the way Christians pray today. The unit explores the Christian beliefs that prayer can make a difference and that kind or generous action can make a difference. During the unit, pupils will have the opportunity to find out about the fundamental meanings of some stories of Jesus and the key Christian prayer, the Lord's Prayer. Pupils will have the opportunity to discuss their own experiences of making a difference through caring: helping and being helped, giving and receiving kindness.

#### **WHERE THE UNIT FITS IN**

This unit will help teachers to implement the Sandwell Agreed Syllabus for RE by providing an introduction to the topics of power, prayer and caring through some stories of Jesus. It will enrich the pupils' learning by allowing opportunities for active and experiential learning and drawing upon the Early Learning Goals as the foundation for the development of the RE curriculum in later Key Stages.

#### **The unit will provide these opportunities.**

- Pupils will be able to use their senses thoughtfully and engage in periods of quiet reflection.
- Pupils will be able to share their own ideas and experiences in speaking and listening activities.
- Pupils will be able to use ICT simply to explore religion
- Pupils will be able to use art and design to express their own imaginative talents

#### **Significant background ideas:**

- ❑ **In Christian traditions**, Jesus is a model for prayer, and for the exercise of power. Christians believe Jesus' miracles were signs of God's presence and love, and his prayers were the source of his power. So Christian prayer is a way to connect spiritual power with issues of life. Prayer, to Christians, is not magic, but an aspect of spiritual life. Answered prayer is a mystery, and so is unanswered prayer. Jesus' model of prayer is not much to do with asking for things – bread for today is the extent of its requests to God. It is more about prayer for God's will and purpose to become true on earth in various ways. There is a long tradition of children's prayer in Christian communities, from which any pupil can raise questions and learn.
- ❑ **Other religious traditions** have practices and beliefs about prayer that are both similar to and different from Christian practice. In this unit, it is appropriate to make connections to the patterns of prayer that are observed by members of the class.
- ❑ **Non-religious people** may still pray on occasion – surveys suggest a large majority of the people of England do pray, but mean many different things by the practice. Other people never pray. It is worth exploring the differences between practices of prayer in simple ways with pupils.

**Estimated teaching time for this unit: 7 hours.** It is recognised that this unit provides more teaching ideas than a class will cover in 7 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

### Issues of continuity and progression -

Prayer is a key practice in Christian religion, and it is through the example and teaching of Jesus that this unit seeks to enable pupils to understand Christian prayer. Good teaching will connect the work with previous learning from Christianity from Year One, and the practice of prayer or meditation from other religions taught.

### KEY STRANDS ADDRESSED BY THIS UNIT

This unit enables pupils to examine

#### **AT 1-Learning About Religion**

- Beliefs, Values and Teachings
- Practice and Lifestyle
- Expression and Language

#### **AT 2-Learning From Religion**

- Questions of Identity and Experience

### Attitudes Focus

The unit will help pupils to develop attitudes of:

- ♦ **Self Awareness:** Feeling confident about expressing their own thoughts and feeling about prayer and power
- ♦ **Respect for all:** Developing skills of listening and a willingness to learn from others' views about Jesus and prayer, even when these ideas are different from their own.
- ♦ **Open-mindedness:** being willing to learn and gain new understanding from others people's beliefs about Jesus, power and prayer
- ♦ **Appreciation and wonder:** Developing pupils' capacity to learn through stillness and silent reflection

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> <li>Recapped their learning about Jesus from Year 1</li> <li>Recalled that Jesus was the founder of Christianity</li> <li>Some understanding of what Jesus was like through the stories he told and his actions</li> <li>The ability to use a short period of stillness and silence for reflection and thought.</li> </ul>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p><b>A Specific Religion:</b> Christianity Jesus, miracle, disciples, Lord's Prayer</p> <p><b>Religion in General:</b> God, belief, faith prayer, meditation</p> <p><b>Shared Human Experiences:</b> Mystery Reflection Silence</p>	<p>Teachers might use:</p> <p><b>Artefacts</b></p> <ul style="list-style-type: none"> <li>Collect some Christian artefacts associated with prayer</li> </ul> <p>Religious artefacts for Christianity are available to purchase from:</p> <ul style="list-style-type: none"> <li>Articles of Faith (Tel: 0161 763 6232)</li> <li>Religion in Evidence (Freephone 0800 137525)]</li> <li>You will need the texts of the Lord's Prayer. Choose a contemporary version in simple language for understanding.</li> <li>Collection of Prayer cards (often found in churches, Christian bookshops, from Christian Aid). This could be a resource you might ask your local church to help you collect.</li> </ul> <p><b>Web:</b></p> <ul style="list-style-type: none"> <li>The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: <a href="http://www.bbc.co.uk/learningzone/clips">http://www.bbc.co.uk/learningzone/clips</a></li> <li>The BBC also offers lots of information and material on its main religion site: <a href="http://www.bbc.co.uk/religion">www.bbc.co.uk/religion</a></li> <li>The best gateway for RE sites is: <a href="http://www.reonline.org.uk/ks1">www.reonline.org.uk/ks1</a></li> <li>You can find and use searchable sacred texts from many religions at: <a href="http://www.ishwar.com">www.ishwar.com</a></li> <li>Good quality information and learning ideas on Christianity: <a href="http://www.request.org.uk/infants/">www.request.org.uk/infants/</a></li> <li>There is some more TV material at: <a href="http://www.channel4.com/learning">www.channel4.com/learning</a></li> <li>The site for Cumbria and Lancashire Education Online has many useful and well thought out resources for this unit of work: <a href="http://www.cleo.net.uk">www.cleo.net.uk</a></li> <li>The websites of REtoday and NATRE are useful places for pupils and teachers to see examples of work. <a href="http://www.retoday.org.uk">www.retoday.org.uk</a> and <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a></li> <li>An interesting flash presentation of the Lord's Prayer: <a href="http://www.interviewwithgod.com/playprayer.htm">www.interviewwithgod.com/playprayer.htm</a> Use this with the lesson ideas below.</li> <li>RE Jesus: <a href="http://rejesus.co.uk">http://rejesus.co.uk</a> is a site about Jesus.</li> <li>RE:Quest: <a href="http://www.request.org.uk">www.request.org.uk</a> is a good source for work on prayer</li> <li>'Tell me' by Andras Simon – image available on <a href="http://www.freeweb.hu/mkdz1/simon.andras.galeria/indexa.html">www.freeweb.hu/mkdz1/simon.andras.galeria/indexa.html</a></li> <li><a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> contains a great range of pupil art work inspired by the life of Jesus.</li> <li><a href="http://www.theresite.org.uk">www.theresite.org.uk</a></li> <li><a href="http://www.ngfl-cymru.org.uk">www.ngfl-cymru.org.uk</a> is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group.</li> <li>The National Society supports RE with some books and this website on 'Encountering Christianity' <a href="http://www.encounterchristianity.co.uk">www.encounterchristianity.co.uk</a></li> </ul> <p><b>Visual and books</b></p> <ul style="list-style-type: none"> <li>Guided fantasy from 'Don't just do something, Sit there!' by Mary Stone (RMEP) or Reflections edited by Rosemary Rivett (RE Today).</li> <li>Picturing Jesus Packs A and B Lat Blaylock RE Today (see publishers catalogues for wide selection)</li> <li>Picturing Easter (Blaylock, 2008) from RE today provides images for the whiteboard, picture cards and learning activities.</li> <li>Jesus (Developing Primary RE series) RE Today</li> <li>Faith stories (Developing Primary RE Series) RE Today</li> <li>Teaching about Jesus Anthony Ewens &amp; Mary Stone (RMEP)</li> <li>Jesus J Aylett &amp; R Holden-Storey Hodder &amp; Stoughton</li> <li>The Life of Jesus, D Stent, Blackwell</li> <li>Lion Story Teller Bible</li> </ul> <p><b>Video and visual</b></p> <ul style="list-style-type: none"> <li>Miracle Maker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is supported by web based teaching ideas from the Bible Society UK <a href="http://www.biblesociety.org.uk">www.biblesociety.org.uk</a></li> <li>Pathways of Belief videos and teachers notes. BBC</li> <li>Animated World Faiths Prog 1 Life of Christ;</li> </ul>

**Contributions to spiritual, moral, social and cultural development of pupils:**

**The unit enables pupils to develop:**

- **Spiritually** by learning about and reflecting on important concepts, experiences and beliefs that are at the heart of Christianity and using techniques of reflection for learning
- **Morally** by considering how the teachings of Jesus lead to particular actions and concerns
- **Culturally** by considering how beliefs about Jesus have been expressed through the creative and expressive arts in different global settings

<b>EXPECTATIONS: At the end of this unit</b>		
<p><b>Pupils working at level 1 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise the importance of the Lord's Prayer for Christians (AT1)</li> <li>• Know the outline of the Lord's Prayer (AT1)</li> <li>• Talk about the powers of Jesus in stories (AT1).</li> <li>• <i>Talk about their own power to care, or to say thank you (AT2).</i></li> <li>• <i>Identify some feelings associated with thanking and being thanked, praising and being praised (AT2)</i></li> </ul>	<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recount two stories of Jesus about prayer (AT1)</li> <li>• Identify some of the powers of Jesus in the stories (AT1)</li> <li>• <i>Respond sensitively to ideas about praying for themselves by creating a prayer or meditation (AT2)</i></li> </ul>	<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe some of Jesus' teaching about prayer (AT1)</li> <li>• Describe how and why the Lord's Prayer is used (AT1)</li> <li>• Identify the impact of praying in stories of Jesus and in Christian lives today (AT1)</li> <li>• <i>Make a link between Jesus' example and what Christians do today (AT2)</i></li> <li>• <i>Make a link between their own 'powers' and helping other people (AT2)</i></li> </ul>
<p><b>ASSESSMENT SUGGESTIONS</b></p> <p>A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best. Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p> <ul style="list-style-type: none"> <li>▪ Use the skills of Year 2 literacy to enable pupils to tackle this task. This part of the work connects well with the skills and activities of the Year 2 literacy framework. Pupils can use the story of Jesus and the Ten Lepers as a traditional story to study, and could practice their writing of explanations using causal connectives.</li> <li>▪ Lower achieving pupils will need support in their literacy, but their thinking is often ahead of their writing skills in this area.</li> <li>▪ Ask pupils to write a poem, meditation or prayer (the choice is important – never require children to write prayers as this seems coercive).</li> <li>▪ It might be about praise, thanksgiving, asking for help or saying sorry.</li> <li>▪ Children find this works well if you give them a choice of pictures to work from, for example:             <ul style="list-style-type: none"> <li>○ What would the child in this photo or painting pray?</li> <li>○ What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family?</li> <li>○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them.</li> <li>○ List five things you are thankful for. Write a thank you prayer or meditation that refers to all five.</li> </ul> </li> <li>▪ It's good practice to use circle time to share some of the work the children produce in this task. Record achievement by making a class book of meditations and prayers. These could be useful in assembly with younger pupils in FS2 or Year 1.</li> </ul>		

Key questions	LEARNING OBJECTIVES	TEACHING AND LEARNING (Including experiences and opportunities)	LEARNING OUTCOMES	POINTS TO NOTE
<b>Who is a powerful person?</b>	Become aware that people have different kinds and qualities of power.	<p><b>Who has power?</b></p> <ul style="list-style-type: none"> <li>▪ Show a clip from a superhero movie to introduce this unit – e.g. from ‘The Incredibles’. Talk about why we like such films. What super power would the pupils like to have?</li> <li>▪ Is Jesus like a superhero? For Christians, he is much more than a cartoon superhero (for Muslims, he is a Prophet of Allah as well). List some differences by class discussion, using the opportunity to recap on pupils’ prior learning about Jesus.</li> <li>▪ Collect and share cartoons, stories, and headlines about people doing something extraordinary. Discuss different kinds of power e.g. physical, mental, spiritual, the power to care, the power of love, the power of saying sorry.</li> <li>▪ Pupils write a poem (5 line cinquaine, haiku, acrostic, ‘Patterns on the page’ poem) describing a hero and their powers.</li> </ul>	<p>Identify some observable and unobservable powers people have.</p> <p>Recognise that any person has some powers.</p> <p>Talk about their own powers</p>	It’s important in teaching about Jesus that pupils learn that Christians believe his powers were unique and given by God – not magic, and not available to any Christian either.
<b>What is the Lord’s Prayer? What does it mean?</b>	<p>Know that Jesus prayed to God</p> <p>Know that the Lord’s Prayer is an important Christian prayer, used by millions.</p>	<p><b>What does the Lord’s Prayer mean?</b></p> <ul style="list-style-type: none"> <li>▪ Explore the Lord’s Prayer including its source in The Bible, from a contemporary version of the text. (Matthew 6: 5-15)</li> <li>▪ Discuss its content and purpose. Give pairs or threes of pupils the text of the prayer in the centre of a large A3 sheet of paper, and ask them to highlight words they don’t understand. Ask them to write around the edge all the questions they would like to ask God about the prayer, and about praying generally. Display the A5 sheets for all to look at, and have a circle time discussion about the words and questions.</li> </ul>	<p>Identify the Lord’s Prayer as a special prayer for Christians.</p> <p>Ask questions and think about answers about the meaning of the prayer.</p>	Teachers should be relaxed about the unanswered questions in this work: they are an important part of the way RE explores mystery.
<b>What sort of presentation makes the Lord’s Prayer special?</b>	<p>Reflect on the meaning of the Lord’s Prayer through speaking, listening and creative work.</p> <p>Consider whether praying is a powerful activity</p>	<p><b>Can we make a well illustrated Lord’s Prayer?</b></p> <ul style="list-style-type: none"> <li>▪ Watch the ‘Flash’ animation of the Lord’s Prayer at <a href="http://www.interviewwithgod.com/playprayer.htm">www.interviewwithgod.com/playprayer.htm</a></li> <li>▪ What do pupils like about the presentation, the words, the music? Tell pupils how this might be used in worship at a church, and talk about the old fashioned language of this version. It shows that the Lord’s Prayer has been used for hundreds of years. It is also used all over the world.</li> <li>▪ To enable the pupils to make sense of the prayer in a creative way, ask them in small groups to plan their own presentation by choosing images and music to go with each phrase of the prayer. They might use an ICT based image bank, or pictures cut from magazines, or their own artwork. This activity links to literacy (non-fiction texts) and to the expressive arts curriculum</li> <li>▪ Talk about how the Lord’s Prayer is used. Can the children suggest what is meant by the phrase used by many Christians ‘the power of prayer’?</li> </ul>	<p>Respond sensitively to the task of matching music and images to the phrases of the Lord’s Prayer.</p> <p>Recognise the Christian idea that praying can be powerful by giving an example.</p>	The website ‘Interview with God’ has some interesting resources for worship, which can be used educationally in schools.

<p><b>Did Jesus find power through prayer?</b></p>	<p>Begin to understand that Christians believe Jesus used the power gained from prayer to help him follow God's path.</p>	<p><b>What stories of Jesus show him finding power through praying?</b></p> <ul style="list-style-type: none"> <li>▪ Read / discuss Jesus praying for power/support e.g. in the desert (Luke 4:1-14), on the Mount of Olives (Matthew 14:23) and on the Cross (Luke 23:34).</li> <li>▪ Complete thought bubbles to reveal what Jesus might have been feeling.</li> <li>▪ Take part in quiet reflection, perhaps following a visualisation or reading. See 'Reflections' (in the resources section) for some options here. An example: Sit pupils calmly in a circle, and still them with some guidance on breathing and closing eyes.</li> <li>▪ Ask them to imagine that they have a plain piece of paper in front of them, and they can create a beautiful 3 part painting of something they would like to say 'thank you' for, something they want to say 'sorry' for, and something they want to ask for. Give them silent space and time to imagine this, then some good quality art materials to create it. Explore the links to prayer in circle time.</li> <li>▪ Pupils might create a piece of music or dance that links with one of the examples.</li> </ul>	<p>Offer an explanation of why they think Jesus prayed.</p>	<p>It's important to balance the ways Christians think and believe with alternative views in this work.</p>
<p><b>What did Jesus do with his powers?</b></p>	<p>Describe the story of Jesus and the Ten Lepers</p> <p>Consider thoughtfully the ideas of power and prayer in the story</p>	<p><b>What can we learn from the story of Jesus and the Ten Lepers?</b></p> <ul style="list-style-type: none"> <li>▪ Read and retell this story from Luke 17: 11-19 with the class. Ask them to talk about these questions:             <ul style="list-style-type: none"> <li>○ What was wrong with the men? (a dreaded skin disease)</li> <li>○ How did Jesus help them?</li> <li>○ Which one came back to say thank you?</li> <li>○ Why was Jesus surprised that it was the mixed race Samaritan who was thankful?</li> <li>○ What does this story have to do with prayers and with power?</li> </ul> </li> <li>▪ Ask pupils to choose two moments in the story that they think are its main points, and make quick sketches of these moments. They are to choose three words that sum up why these are the key moments.</li> <li>▪ <b>Extensions:</b> Some pupils might make a drama out of this story, while others could explore the work of the Leprosy Mission in combating this dreadful disease today. They can look at <a href="http://www.leprosymission.org">www.leprosymission.org</a>, which has some child friendly information and images.</li> </ul>	<p>Describe how Jesus used his power to help people</p> <p>Respond sensitively to the idea that Jesus used his power to help others</p>	<p>Note that so far in the unit we have referred to Jesus praying to God. But many Christians – and the Lepers in the story – ask Jesus for help in this story. This is another kind of Christian prayer.</p>

<p><b>What power do Christians find through praying?</b></p>	<p>Develop awareness that Christians believe prayer is a source of power from God.</p>	<p><b>How and why do Christians pray today?</b></p> <ul style="list-style-type: none"> <li>▪ Examine posters, leaflets, photos of notice boards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities.</li> <li>▪ Use the site <a href="http://www.request.org.uk">www.request.org.uk</a> to explore some varieties of Christian prayer. There is a useful section on prayer and on the Lords Prayer in the Infants section of the site.</li> <li>▪ Explore some modern prayers including music or ways of praying such as stilling / meditation, the use of a rosary. Consider what Christians pray for in mealtime 'Grace', at bedtimes and in shared sign of peace.</li> <li>▪ Write a poem, meditation or prayer (the choice is important – never require children to write prayers as this seems coercive). It might be about praise, thanksgiving, asking for help or saying sorry. Children find this works well if you give them a choice of pictures to work from, for example:             <ul style="list-style-type: none"> <li>○ What would the child in this photo or painting pray?</li> <li>○ What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family?</li> <li>○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them.</li> <li>○ List five things you are thankful for. Write a thank you prayer or meditation that refers to all five.</li> </ul> </li> </ul>	<p>Describe some different kinds or purposes of prayer.</p> <p>Express my own ideas in a prayer or meditation that I have created.</p>	<p>This part of the work connects well with the Year 2 literacy framework. The 'traditional story' can be studied in literacy and pupils can practice their writing of explanations using causal connectives.</p> <p>This can be the basis of assessment in this unit.</p> <p>Lower achieving pupils will need support in their literacy, but their thinking is often ahead of their writing skills in this area.</p>
<p><b>What are my powers?</b></p> <p><b>What are my ideas about prayer?</b></p>	<p>Reflect on their powers and how they might use them.</p> <p>Consider ideas about praying thoughtfully for themselves.</p>	<p><b>What can I do that makes our world better?</b></p> <ul style="list-style-type: none"> <li>▪ Pupils discuss their own experiences of making a difference through caring: helping and being helped, giving and receiving kindness.</li> <li>▪ In circle time, use some of the pieces of work from the previous activity to draw out the learning from the unit.</li> <li>▪ Pupils reflect on their powers, how they have the power to change something about themselves and who or what might help them to do so. They could record this using a writing frame or picture or design a banner about themselves.</li> </ul> <p><b>What ideas about praying have I been thinking about?</b></p> <ul style="list-style-type: none"> <li>▪ Pupils have the chance to respond to some ideas about praying for themselves. This can be done using a set of simple sentences and having pupils run to one of three stations for 'yes' 'no' and 'not sure'. Sentences might include:             <ul style="list-style-type: none"> <li>○ I liked learning about praying</li> <li>○ Praying is important for me</li> <li>○ I think praying is difficult</li> <li>○ I know why the Lord's Prayer is important for Christians.</li> </ul> </li> </ul>	<p>Produce response that shows they are aware of themselves as individuals who can / may change.</p>	<p>Time for RE: many schools struggle to find time for RE. This unit makes opportunities to share time with literacy, SEAL and PSHE, Art and ICT.</p>