

Year: 1

Term: Spring 1

Intended learning outcomes:

Children will be able to:

1 Communicate: express creatively their own responses to *change*

2 Apply: recognise simple examples of how *change* affects their own and others' lives.

3 Inquire: describe in simple terms what *change* means

4 Contextualise: simply describe what Christians believe about how Jesus *changed* people's lives

5 Evaluate: describe in simple terms why Christians value the idea that Jesus could *change* lives
Unit to take 6 hours

Assessment opportunities:

Evidence can be gathered when pupils:

- 1 draw a picture and annotate *change* in their own lives
- 2 draw two pictures – one before and one after either a good or bad *change*
- 3 contribute to discussions
- 4 act out the story, *sequence* of pictures, etc (choose one to record in books)
- 5 complete a speech bubble.

Evidence needed in books – children record individually.

Theme/Unit: *People Jesus met*

Key concept: *Change*

Sequence of activities:

Step 1 – Communicate: *What is our experience of and response to change?*

- In pairs, children talk about anything they have noticed changes. Teacher scribes children's ideas on board. *Has anything about them changed?* Eg: could not ride a bike before, but can now, could not write their name before but can now, used to be scared of dogs before but not now. Sometimes people can change their ideas. Read story to illustrate change – discuss. *How do you feel about change?* Discuss. **Draw a picture and annotate change in their own lives.**

Step 2 – Apply: *How does change affect us?*

- *Is there anything you would like to change?* It could be about yourself, change something in the school, change something in the world. Discuss ideas. Record simply the change you would like to make. *Are changes always good? Can some changes make you feel sad or scared?* Draw two pictures – one before and one after, either a bad or a good change.

Step 3 – Inquire: *What does change mean?*

- Pupils discuss as a class the meaning of change and the different types of change, eg: in nature, in people, in weather, in attitudes in ideas, in computers. Create a display and pupils add pictures and annotate (teacher scribes, if necessary).

Step 4 – Contextualise: *What stories do Christians have about Jesus changing people?*

- Use a persona doll as a Christian to explore some Christian stories. Tell some stories about Jesus changing people's lives:
 - *Zacchaeus* (Luke 19:1–10). Role play story – *What happened that changed for Zacchaeus? How did Zacchaeus feel before and after? What made Zacchaeus change?* Scribe children's ideas on paper. Respond by: paper divided in two – use colours to represent Zacchaeus before/after, or write own story or diary entry, or sequence pictures as appropriate.
 - *Jairus' daughter* (Matthew 9:18, 19:23–26, Mark 5:22–24, 35–43, Luke 8:41, 42, 49–56). *What part of the story do you think is the most important? Why? How do you think Jesus did this? How did the father feel before and after? What do you think the people watching thought? How did they change?* Open discussion. Role play story. Respond using musical instruments to represent before and after. Draw picture from the story/sequence four pictures/write story in own words/write story as a group/paint story in group/make a *thank you* card or letter from the little girl/write letter.
 - *The blind man* (John 9:1–34). Reflect and respond to story. *What change happened? What did the blind man feel and think before? What did he think after?* Discuss. Pupils act out the story, sequence pictures, etc.

Step 5 – Evaluate: *Why are these stories important for Christians?*

- Discuss why pupils think these stories are important to the persona doll and other Christians. Briefly retell or act out each story but without any change occurring. *What difference would that make? How would people feel about Jesus if He could not change people? What do you think Christians think about the way Jesus changed people's lives?*
- Pupils complete a speech bubble or longer writing on a picture of the persona doll (or a Christian) which says *"The idea of Jesus changing people is important because ..."*.

Resources:

- Various Bible story books.
- Sequencing sheet.
- *Change and transformation* teaching pack (RE Centre)
- Pictures or objects that have changed, eg: egg, seasons.
- Story book about someone who changed.

RE KS1

Opportunities for promoting children's spiritual, moral, social and cultural (SMSC) development:

Spiritual: providing an opportunity for enjoyment and fascination about their own lives and those of others. Ability to be reflective about their own beliefs

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences and respond to the experiences of others. Mutual respect and tolerance of those with different faiths and beliefs.

Cultural: willingness to participate in and respond positively to artistic, musical and cultural opportunities. Giving children an interest in and an opportunity to explore different faiths and beliefs.

Vocabulary (in bold) and knowledge building blocks

Children will learn that:

- Christians believe that Jesus changed people's lives when he met them.
- There are 3 stories in the gospels that we have learnt that show this
- **Zacchaeus** the tax collector was hated by people because of his job. He changed when he met Jesus and gave back what he had stolen from others
- **Jairus' daughter** was brought back to life by Jesus and Jairus changed by believing in Jesus and following him afterwards
- Jesus brought sight back to the blind man and the man had faith that Jesus could do this.
- **Christians** use these stories to show that Jesus can change the lives of anyone who believes in him.

Taxes House
Olive Tree Lane
Jericho

Dear Simon,

Today something rather strange happened.

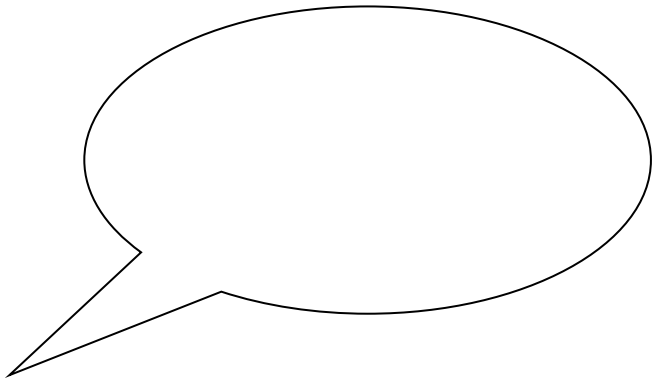
I was just

Best wishes,
Zacchaeus

26.1.23 RE Contextualise: simply describe what Christians believe about how Jesus *changed* people's lives

How did Zacchaeus feel?

Before



After

