

JESUS' FRIENDS AND FOLLOWERS

Nottinghamshire SACRE RE Syllabus

YEAR GROUP: KS1



JESUS' FRIENDS and FOLLOWERS

KS1

OVERVIEW

About this unit:

Through firstly exploring and discussing friendships, the unit enables the pupils to investigate Jesus' friends and followers, including interactions between them. The reaction of his followers during Jesus' last week and after his death and appearances is also explored. The unit concludes with how Christians today use Jesus' teachings, culminating in looking at some famous Christian people and their work.

Pupils will have opportunities to develop their skills by exploring, in a variety of ways, friendship as well as helping, respecting and valuing others. The unit contributes to positive attitudes and thoughtfulness by relating pupils' own situations to Jesus' interactions with people. The pupils investigate relationships, exploring such aspects as trustworthiness, caring, discrimination, and being friendly.

SESSIONS

1. Friendships & Jesus' Teaching on Friendships
2. Jesus' friends & followers- The fishermen, Mary & Martha
3. Introducing more friends and followers - valuing children
4. Jesus' Respect for all - Zacchaeus - became a follower
5. Zacchaeus & Jesus - Friendship to All
6. Followers of Jesus - after he died
7. Followers of Jesus - why did they change? *Mystery Game.*
- 8A. Peter - what happened to him- why did he change?
- 8B. How does Jesus Influence Christians today?
9. Famous Followers of Jesus - optional

WHERE THE UNIT FITS IN THE RE SYLLABUS:

This unit will help teachers to implement the Agreed Syllabus for RE, using concepts of belief and teaching as well as questions of identity and belonging, purpose and truth, and values and commitment. It contributes to the **continuity and progression** of pupils' learning by:

- building upon the learning from the FS 'Jesus' Miracles' and KS1 units about Jesus – Jesus and His Miracles, Jesus and His Stories, Visiting a Church
- anticipating a KS2 further study of 'Detectives - Investigating Jesus' and 'Light and Dark'.

POSSIBLE LINKS WITH OTHER CURRICULUM AREAS and THEMES

Friendships, Jobs, Sea, Money, Escape, Florence Nightingale (etc), SEAL – 'Good to be me' & 'Getting on and Falling out'.

Estimated teaching time for this unit: 8-9 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 8-9 hours. Knowing their class, they need to use their professional judgement. Teachers are invited to use their own ideas as well as or instead of these. Depth of learning rather than covering everything is important.

RE AIMS

To know and understand:

- Jesus' relationships with his friends and followers, and His influences both in the past and today.
- Jesus' response to the marginalised in society eg women, children, lonely and rejected people.

To express ideas and insights about:

- Trustworthiness, friendships and behaving in positive ways towards others.
- Positive ways of behaving within families.

To gain and deploy skills:

- Talking about behaviour towards others in a variety of situations, expressing ideas of bad, good, right and wrong, fair and unfair.
- Communicating with a younger audience about Jesus' friends and followers.

ATTITUDES FOCUS: Pupils will explore attitudes of:

- **Self awareness** by becoming increasingly aware of the need for acceptance and the need for others to be accepted by us
- **Respect for all** by developing a willingness to learn from the way Jesus behaved towards others, especially the lonely and disrespected
- **Appreciation and wonder** by developing their capacity to respond to Jesus' compassion for people

THE UNIT WILL PROVIDE OPPORTUNITIES FOR:

- Pupils to be able explore Jesus' friendships and why people followed him and his teaching.
- Pupils to consider the concept of friendship, thinking about their own experiences and views in relation to questions of how we relate to other people.
- Pupils to consider views about questions of discrimination and ways of behaving towards others from both biblical and secular examples.
- Experiences and opportunities provided by this unit include various thinking skills activities, creative arts activities, role-play and drama techniques, writing for a particular audience and use of ICT and stories.

BACKGROUND INFORMATION FOR THE TEACHER: (Also see Teacher Information paper)

- **In Christian thinking**, the followers and friends of Jesus were attracted by his teaching and his depth of love and compassion for them and others, including lonely people. In addition, Christians believe the dramatic change of the disciples' fear at the arrest and death of Jesus to the fearless enthusiasm for following Jesus after his death, points to Jesus' rising from the dead and the appearances after he had died.

RESOURCES – see separate paper

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

- Opportunities for **spiritual development** come from considering some of the miraculous events in Jesus' life and death.
- Opportunities for **social development** come from exploring behaviour towards other people.

KNOWLEDGE

Pupils will learn about:-

- Some stories about Jesus and His followers and friends eg Jesus calls the 4 fishermen, Zacchaeus, Mary Martha and Lazarus, 12 disciples, Jesus' last week, appearances after death, Paul and Silas.
- Considering Jesus' leadership and influence

SKILLS

Pupils will:-

Develop literacy skills, including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories.
Discuss simply, and use reflective, cooperation and thinking skills.

KEY CONCEPTS and WORDS

Religion, Christian, church, God, trustworthy, leadership, apologising, forgiveness, love, belonging, value, respect.

EXPECTATIONS/ IMPACT: At the end of this unit
Most Y1 Pupils will be able to do step 1; Most Y2 pupils will be able to do Step 2.

Pupils working at step 1 will be able to:	Pupils working at step 2 will be able to:	Pupils working at step 3 will be able to:
<ul style="list-style-type: none"> ▪ Name some of Jesus' friends and/or followers. ▪ Name some of the stories ▪ Talk simply about/ think about friendships and saying sorry when we have done something wrong. ▪ Talk simply about issues of good and bad, right and wrong in familiar situations. 	<ul style="list-style-type: none"> • Retell some stories about Jesus and his friends. • Retell some events that happened after Jesus' death and resurrection. • Ask questions and respond sensitively to the stories of Jesus with his friends. • Respond sensitively in discussions about friendships, saying sorry and forgiveness. • Talk about behaving towards others with kindness, expressing ideas about good and bad, right and wrong. • Talk and work in a simple a co-operative way in various activities involving Jesus' friends and followers. 	<ul style="list-style-type: none"> • Describe some stories about Jesus with his friends and start to identify the importance of Jesus & his teaching on his friends. • Describe events after Jesus' death and resurrection, identifying some possible reasons for the change of behaviour in Jesus' followers. • Consider the way Jesus behaved towards people, making links between his friendships & his behaviour towards others. • Consider the attitudes of respect and valuing others, making links to their own lives. • Talk about and start to listen to others' ideas about behaviour, linking issues in the stories to their own lives and expressing ideas about good and bad, right and wrong. • Communicate and work well and co-operatively in various activities involving Jesus' friends and followers.

ASSESSMENT SUGGESTIONS

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 choosing **one** (or more if necessary) of the following:-

Session 1 – Through talking about valuing someone, saying sorry, and use of WS Flowers of Friendships

Session 2 – Exploring chn's previous knowledge on WS Who were Jesus' Friends and Followers.

Session 3 - Through discussion and role-on- the- wall sheet of the 'boy with the green skin'.

Session 5 – Through making/showing the concertina book about Jesus' friends, assess the pupils' recall of stories of Jesus and his friends.

Session 6 - Through sequencing events using worksheets.

Session 7 – Through discussing links and giving possibilities for solving the mystery.

Session 8A – Exploring feelings of Peter.

Session 8B – Through exploring good ways of behaving, discussing and using Jesus' advice.

G&T: Session 3/4: To extend this work, ask pupils to discuss links between the discussion about friendships/ role-on-the-wall sheet and how they feel Jesus behaved towards people eg Zacchaeus, noting the impact Jesus had on his friends. Also - Session 8A – Use WS Emotion Line for Peter