


Caroline Haslett Primary School - RE

Topic: Unit 4 - Christianity; Easter; Leaders; Rabbi; Vicar	Year 1	Should everyone follow Jesus?
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<p>Knowledge</p> <p>The teachings of Jesus encouraged the crowd to follow him but it also made some people dislike him.</p> <p>Jesus performed miracles, including the feeding the 5000.</p> <p>The Easter story includes crowds following Jesus into Jerusalem on Palm Sunday, the last supper, trial & crucifixion.</p> <p>Many people follow Jesus today.</p> <p>Jesus is a role model for Christians.</p> <p>There are lots of different leaders.</p>	<p>Vocabulary</p> <p>Crucifixion - the killing of Jesus on a cross</p> <p>Disciple - a follower of Jesus</p> <p>Easter - Christian festival remembering Jesus' rise from the dead</p> <p>Jesus - the man that Christians believe was the son of God</p> <p>Leader - someone to trust and follow</p> <p>Miracle - an amazing event that cannot be explained by nature or science</p>
<p>Activities</p> <p>Explore the disciples, the crowds, focusing on Palm Sunday and the entry into Jerusalem.</p> <p>Learn the Easter Story.</p> <p>Interview someone about what it means to follow someone (e.g. a Vicar or a Rabbi or another Christian)</p> <p>Read some stories of Jesus and discuss why people followed him.</p> <p>Make a display of leaders and explain why those people have been chosen.</p>	<p>Priest - Christian religious leader</p> <p>Rabbi - Jewish religious teacher</p> <p>Vicar - Christian religious leader</p> 
<p>Skills</p> <ul style="list-style-type: none"> • Retell and sequence the Easter story • Suggest why people chose to follow Jesus • Identify the kinds of people who follow Jesus today and why • Make up some good questions to ask leaders • Retell a story of Jesus and suggest a meaning for the story • Discuss the need for leaders 	

<u>Believing</u>	<u>Belonging</u>	<u>Behaving</u>	<u>Reflecting, responding and making links</u>
Core knowledge and understanding of texts, stories and key beliefs	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally		Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
<p>Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism).</p> <p>Explain that Christians believe Jesus performed miracles.</p>	<p>Give simple examples of how the stories and beliefs influence the behaviour of believers.</p> <p>Identify that Jesus is a role model for Christians: he set an example for how Christians should live their lives.</p>	<p>Identify some elements of practice that arise from these beliefs.</p> <p>Know that Jesus is a role model for Christians. He set an example for how Christians should live their lives- we should look after each other and the world.</p>	<p>Talk about their own experiences in the light of the religious knowledge gained.</p> <p>Express their own opinions appropriately.</p> <p>Talk about the differences that beliefs make to the way believers live.</p> <p>Make simple comparisons to their own lives.</p> <p>Understand that there are lots of different leaders.</p>