



The power to make a difference. What can we learn from stories and prayers of Jesus?

Wolverhampton SACRE

**Non-Statutory
Exemplification
YEAR GROUP: 1**

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About this unit:

Year One

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 Wolverhampton Agreed Syllabus for RE. The starting point for this unit for 5-6 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, including the power to make a difference to others. 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 Wolverhampton 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. It is designed to be taught after the unit entitled 'How can we find out about Christian belief' and pupils' work should be connected to their previous learning on Christianity.

Knowledge and skills progression: Prior learning

This describes previous learning, experience and skills that might be helpful to pupils who are undertaking the unit, and expresses the main ways the syllabus sequencing intends to enable pupils to make progress lesson by lesson and unit by unit. In this unit pupils will build on learning about Christians, adding a focus on Christian prayer to their understanding from earlier in the key stage. Accurate remembering and recall activities will help pupils to build and progress their understanding.

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 and the practice of prayer or meditation from other religions taught.

KEY AIMS ADDRESSED BY THIS UNIT

This unit enables pupils to:

- A. Know about and understand a range of religions and worldviews, so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

Attitudes Focus

The unit will help pupils to develop attitudes of:

- ◆ **Self Awareness:** Feeling confident about expressing their own thoughts and feelings 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"> Recapped their learning about Jesus from Year 1, especially unit 1.6 'How can we find out about a Christian belief?' Recalled that Jesus was the founder of Christianity Some understanding of what Jesus was like through the stories he told and his actions The ability to use a short period of stillness and silence for reflection and thought. 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>A Specific Religion: Christianity Jesus, miracle, disciples, Lord's Prayer</p> <p>Religion in General: God, belief, faith prayer, meditation</p> <p>Shared Human Experiences: Mystery Reflection Silence</p>	<p>Teachers might use:</p> <p>Artefacts</p> <ul style="list-style-type: none"> Collect some Christian artefacts associated with prayer. Religion in Evidence http://www.tts-group.co.uk/shops/tts/Catalogue/RE/cfa6aadd-f953-4a35-a3df-961528a92625 You will need the texts of the Lord's Prayer. Choose a contemporary version in simple language for understanding. 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. <p>Web:</p> <ul style="list-style-type: none"> The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people. 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 BBC Bitesize RE for KS1 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/zxnygk7 The best gateway for RE sites is: www.reonline.org.uk TrueTube has some useful video for RE at KS1: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%201&page=1& You can find and use searchable sacred texts from many religions at: www.ishwar.com Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Music for RE from Fischy Music is very useful for Christianity and for all aspects of wellbeing and SMSCD: https://www.fischy.com/ RE Jesus: http://rejesus.co.uk is a site about Jesus. http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ contains a great range of pupil art work inspired by the life of Jesus. Resources for carrying out stilling and visualisation activities can be found at www.usingvisualisation.com <p>Visual and books</p> <ul style="list-style-type: none"> Guided visualisation from 'Don't just do something, Sit there!' by Mary Stone (RMEP) Reflections edited by Rosemary Rivett (RE Today). Picturing Jesus, Lat Blaylock (RE Today) Picturing Easter (Blaylock, 2008) from RE today provides images for the whiteboard, picture cards and learning activities. RE Ideas: Literacy (RE Ideas Series) RE Today RE Ideas: Jesus (RE Ideas Series) RE Today Teaching about Jesus by Anthony Ewens & Mary Stone (RMEP) Jesus by J Aylett & R Holden-Storey, Hodder & Stoughton The Life of Jesus, D Stent, Blackwell Lion Story Teller Bible <p>Video and visual</p> <ul style="list-style-type: none"> 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 www.biblesociety.org.uk Pathways of Belief videos and teachers notes. BBC Animated World Faiths Prog 1 Life of Christ;

This 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
- **Socially** by considering how our powers can be used for the benefit of others
- Opportunity for development of **British values** by considering the story of Jesus healing ten lepers – his acceptance of people who were often shunned by society.

EXPECTATIONS: At the end of this unit		
<p>All pupils will be able to:</p> <ul style="list-style-type: none"> • Listen to a prayer and know that it is important • Listen attentively to at least one story about Jesus • Listen to a religious story and understand that it carries meaning • Talk simply about prayer 	<p>Many pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise the importance of the Lord's Prayer for Christians • Use new vocabulary to talk about the Lord's Prayer, the power of prayer and meditation or reflection • Know the outline of the Lord's Prayer • Talk about the powers of Jesus in stories • Talk about their own power to care, or to say thank you • Identify some feelings associated with thanking and being thanked, praising and being praised 	<p>Some pupils will be able to:</p> <ul style="list-style-type: none"> • Recount two stories of Jesus about prayer • Identify some of the powers of Jesus in the stories • Respond sensitively to ideas about praying for themselves by creating a prayer or meditation • Ask some big questions and give thoughtful answers about the meaning of a prayer
<p>ASSESSMENT SUGGESTIONS</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"> ▪ 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. Lower achieving pupils may need support in their literacy, but their thinking is often ahead of their writing skills in this area. ▪ Ask pupils to 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"> ○ What would the child in this photo or painting pray? ○ What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family? ○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them. ○ List five things you are thankful for. Write a thank you prayer or meditation that refers to all five. ○ Design a prayer placemat for someone who is saying grace before eating their meal. It should have 5 pictures on it of things that person might be thankful for – a pictorial prayer. See www.gracesettings.com/collections/grace-mats or www.christianaid.org.uk/Images/Harvest-placemat-June-2014.pdf for inspiration <p>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 or another Year 1 class.</p>		

Key questions	LEARNING INTENTIONS	Implementation: TEACHING AND LEARNING (Including experiences and opportunities)	Impacts: LEARNING OUTCOMES	POINTS TO NOTE
Who is a powerful person?	Become aware that people have different kinds and qualities of power.	<p>Who has power?</p> <ul style="list-style-type: none"> ▪ Remind children of prior learning about Christianity as the unit begins, and reinforce their recall and memory. ▪ 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? ▪ 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. Christians believe, of course, that Jesus was a real person who acted out the power of God. ▪ 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, the power that comes from caring. ▪ Pupils write a poem (eg rhyming poem, shape poem, acrostic, ‘Patterns on the page’ poem) describing a hero and their powers. 	<p>All pupils can show understanding that people have powers.</p> <p>Many pupils can talk about different kinds of powers that people may have and use</p> <p>Some pupils can express opinions about people’s use of their powers</p>	<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.</p>
What is the Lord’s Prayer and what does it mean?	<p>Know that Jesus taught others how to pray.</p> <p>Know that the Lord’s Prayer is an important Christian prayer, used by millions.</p>	<p>What does the Lord’s Prayer mean?</p> <ul style="list-style-type: none"> ▪ Explain to pupils that Jesus taught others how to pray. When he was doing his teaching, he taught the Lord’s Prayer. Explore the Lord’s Prayer including its source in The Bible, from a contemporary version of the text. (Matthew 6: 5-15). ▪ 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. Can we find the answers to some of our questions? 	<p>All pupils can listen to a prayer and know that it is important</p> <p>Many pupils can identify the Lord’s Prayer as a special prayer for Christians.</p> <p>Some pupils can ask ‘big’ questions and give thoughtful answers about the meaning of the prayer.</p>	<p>Teachers should be relaxed about any unanswerable questions in this work: they are an important part of the way RE explores mystery. If some of pupils’ questions are of this nature, it may well be an indication of good RE thinking. Pupils should be encouraged to think about and not be afraid of ‘big’ or unanswerable questions.</p>

<p>What does the Lord's prayer mean?</p>	<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>Can we make a well illustrated Lord's Prayer?</p> <ul style="list-style-type: none"> ▪ Watch two online versions of the Lord's Prayer for children like this one: https://www.youtube.com/watch?v=wBK97Q4Ae8 and this: https://www.youtube.com/watch?v=HnUs5s33iqw ▪ What do pupils like about the presentations, the words, the music? Talk about 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 – thousands - of years. It is also used all over the world, in over 500 different languages. ▪ 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, pictures cut from magazines, or their own artwork. This activity links to literacy (non-fiction texts) and to expressive arts. Older pupils might join in to help put the presentation together. ▪ 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'? Christians believe prayer can make a difference to life. 	<p>All pupils can select / create an image to accompany one or more lines from the Lord's prayer.</p> <p>Many pupils can be able to select / create at least three well-chosen images to accompany some lines in the prayer</p> <p>Some pupils can respond thoughtfully to the task of matching music and images to the phrases of the Lord's Prayer. They will recognise the Christian idea that praying can be powerful by giving an example.</p>	<p>The creative task gives pupils an opportunity to display their understanding of the words of the prayer – images must be chosen with this in mind. Finished presentations can be shared with the class and their effectiveness discussed.</p>
<p>Did Jesus find power through prayer?</p>	<p>Begin to understand that Christians believe Jesus used the power gained from prayer to help him follow God's path.</p>	<p>What stories of Jesus show him finding power through praying?</p> <ul style="list-style-type: none"> ▪ Read / discuss instances where the Bible records Jesus praying for power / support e.g. in the desert and on the Mount of Olives. ▪ Complete thought bubbles to go onto pictures to reveal what Jesus might have been feeling or thinking when he prayed. ▪ Take part in quiet reflection, perhaps following a guided visualisation. 'Reflections' (in the resources section) gives some options here. <i>An example: Sit pupils calmly in a circle, and still them with some guidance on breathing and closing eyes. 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.</i> ▪ Pupils might create a piece of music or dance that links with one of the examples. 	<p>All pupils can listen attentively to at least one story about Jesus praying.</p> <p>Many pupils can recognise and talk about why Jesus prayed.</p> <p>Some pupils can identify why Jesus prayed and suggest why others may pray. They can discuss the idea that 'prayer makes a difference' for themselves.</p>	<p>People often use prayer as a means of saying thank you, sorry or asking for something. The artistic activity therefore prepares pupils for further understanding of the purpose of prayer later in this unit.</p>

<p>What did Jesus do with his powers?</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>What can we learn from the story of Jesus and the Ten Lepers?</p> <ul style="list-style-type: none"> ▪ 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"> ○ What was wrong with the men? (a dreaded skin disease) ○ How did Jesus help them? ○ Which one came back to say thank you? ○ Why was Jesus surprised that it was this particular man who was thankful? (because he was a Samaritan, a traditional enemy of the Jewish people) ○ What does this story have to do with prayers and with power? ▪ Ask pupils to choose two moments in the story that they think are its important points, and make quick sketches of these moments. They are to choose three words that sum up why these are the key moments. ▪ You could show pupils some artworks based upon this story, such as this one: http://www.gnosticamerica.com/fourteenth-sunday-trinity-one-made-well/ Or this one: https://diglib.library.vanderbilt.edu/act-imagelink.pl?RC=48295 ▪ Did the pupils imagine the scene like this? What do they like and dislike about the art work? Choose some others to compare. Can children create one of their own, showing the 'key moment' in the story? ▪ Extensions: Some pupils might make a drama out of this story, others could find out about the work of charities in combatting diseases today, such as the Leprosy Mission. 	<p>All pupils can listen to a religious story and understand that it carries meaning</p> <p>Many pupils can recall and talk about at least three parts of a religious story</p> <p>Some pupils can independently describe how Jesus used his power to help people</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. This is another kind of Christian prayer.</p> <p>This part of the work connects well with English. The 'traditional story' can be studied in literacy and pupils can infer meanings and practice their writing of explanations using causal connectives.</p>
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<p>What power do Christians find through praying?</p>	<p>Develop awareness that Christians believe prayer is a source of power from God.</p>	<p>Recap the work done in this unit to make sure pupils have remembered their gains in knowledge and new vocabulary.</p> <p>How and why do Christians pray today?</p> <ul style="list-style-type: none"> ▪ Examine posters, leaflets, photos of notice boards about prayer groups. Develop interview questions or 'hot seat' to explore modern Christian prayer activities. ▪ Use the site www.request.org.uk/restart/ to explore some varieties of Christian prayer. There is a useful section on prayer on this site. ▪ Explore some modern prayers and some different ways of praying such as meditation, the use of a rosary etc. Consider what Christians pray for at mealtimes 'Grace', at bedtimes and in shared sign of peace. 4 main purposes for Christian prayer that can be understood at Y1 are praising, giving thanks, asking for help and saying sorry – these can be introduced through this activity. ▪ 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"> ○ What prayer would you write for peace, for people who are bullied, for older people, for our school, for your own family? ○ Who, from the movies you like, needs to say sorry? Write a 'sorry' meditation or prayer for them. ○ List five things you are thankful for. Write a thank you prayer or meditation that refers to all five. ○ Design a prayer placemat for someone who is saying grace before eating their meal. It should have 5 pictures on it of things that person might be thankful for – a pictorial prayer. See www.gracesettings.com/collections/grace-mats or www.christianaid.org.uk/Images/Harvest-placemat-June-2014.pdf for inspiration <p>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 or another Year 1 class.</p>	<p>All pupils can talk about at least one way of praying</p> <p>Many pupils can recognise that prayer is a way in which people talk to God and use their understanding to compose some good words (or pictures) for prayer</p> <p>Some pupils can identify and discuss a range of ways in which Christians pray and use their understanding of the purposes of prayer to compose some appropriate words of prayer</p>	<p>Further work for this age group on grace at mealtimes and prayer in 3 religions can be found in RE Ideas Literacy, published by RE Today.</p> <p>Big Questions Big Answers God has some further ideas for exploring prayer. From RE Today, published 2021.</p>
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<p>What are my powers?</p> <p>What are my ideas about prayer?</p>	<p>Reflect on their powers and how they might use them.</p> <p>Consider ideas about praying thoughtfully for themselves.</p>	<p>Recap the work done in this unit to make sure pupils have remembered their gains in knowledge and new vocabulary.</p> <p>What can I do that makes our world better? Do we all have some powers?</p> <ul style="list-style-type: none"> ▪ Pupils discuss their own experiences of making a difference through caring: helping and being helped, giving and receiving kindness, sharing, working together. ▪ In circle time, use some of the pieces of work from the previous activity to draw out the learning from the unit. ▪ Pupils reflect on their powers. Have they 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. Remind the children that some people pray, and find power from doing this but other people don't pray: they have different ways of using their powers. <p>What ideas about praying have I been thinking about?</p> <ul style="list-style-type: none"> ▪ 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"> ○ I liked learning about praying ○ Praying is important for me ○ I think praying is difficult ○ I know why the Lord's Prayer is important for Christians. <p>A display for the classroom</p> <ul style="list-style-type: none"> ▪ Call the display 'our thoughts about prayers' Ask children to choose an image of either hands held together in prayer or a mirror for reflection and do a picture with a few words to show their own ideas about prayer. Make another section of the display where lines from the Lord's Prayer are explained with pictures. 	<p>All pupils can reflect on their own powers</p> <p>Many pupils can use new vocabulary to talk about prayer: e.g. Lord's Prayer, power of prayer, meditation, reflection</p> <p>Many pupils can notice how people sometimes change</p> <p>Some pupils can reflect thoughtfully on how and why people might change</p>	<p>Time for RE: many schools struggle to find time for RE. This unit makes opportunities to share time with literacy, PSHE, Art and IT / computing.</p>
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