

# KS1 Christianity: Stories and Books

**What did Jesus teach about God in his parables?**



**The *EMMANUEL* Project 2020:  
Teaching Christianity effectively in Key Stage 1**



## Before you start:

RE is statutory for Key Stage 1 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



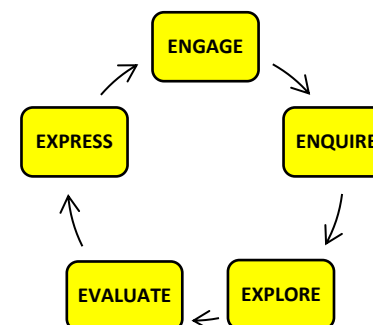
**This unit for Key Stage 1 pupils focuses on Christian concepts of 'parable' and 'gospel'.** It is important to read the guide to these so that teaching, questioning and assessment reflect them clearly.

**It links with common themes in RE syllabuses** *e.g. in the Suffolk Agreed Syllabus it links with 'Stories and Books: how and why some stories and books are sacred and important'.*

**It is designed to last 6-8 hours**, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

**Learning is developed through an enquiry cycle** in which pupils:

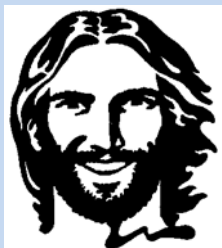
- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



**Assessment guidance is provided at the back of the unit.** It should be read and acted on before teaching begins. Schools will differ in the approaches they need or wish to use.

**The Resource List** in this unit was current at time of publication, but teachers should watch out for new resources to add.

**Further guidance, other units and various support materials** (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.



## INCARNATION / EMMANUEL

**INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ.**

The first Christians believed Jesus was not just a good man, healer, teacher or prophet. Eventually they decided that Jesus was both fully human and fully God; his teaching e.g. in the parables were thus words from God.

***Some ideas which make up the Christian belief in incarnation.***

**Jesus is 'God with us' – Emmanuel** (Matthew 1 v.23; Hebrews 4 v.15-16; John 11 v.27, 19 v.7)

Incarnation is about God's Son becoming 'one of us', a human. Because Jesus came and shared human life; he knows the trials and joys of being human. The Bible stresses that Jesus got tired, hungry and even wept; he was human, but also divine. When Jesus taught his followers, he was **able to relate to, or identify with, them**. He came down to the level of his 'pupils' and used stories to explain to them some of the mysteries of God.

### **Jesus reveals what God is like**

Christians believe in one God but understand God in three ways (trinity): God the Father, Son and Holy Spirit. Jesus is God the Son.

Although God is invisible, in Jesus humans are able to catch a glimpse of what God is like. He was a visual aid to knowing God. In his parables (stories with meanings) Jesus supplied in picture language, lots of images of what God is like and some of his images challenged what people had thought previously.

Jesus came to show not only what God is like but what humans should be like, real humans as God intended.

## PARABLES / GOSPEL



For Christians the Bible is the story of 'God with us'; in it they find out about God and get to know him. The Bible begins with the story of Creation and the Fall, and ends with stories of Jesus, the early church and the vision of a new Creation when all things are put right forever.

The four 'gospels' in the Bible tell the story of Jesus who came to earth to save the world from sin. If Jesus is 'God with us', his teaching should clearly not be ignored. Both his coming to earth and teachings form the Christian 'Gospel' or 'Good News'.

Because Jesus lived a human life on earth, his sayings, conversations, sermons and stories all drew spiritual parallels and lessons out of the Palestinian life and culture with which he was surrounded. People were constantly amazed at his authority – he knew what he was talking about and those who listened knew this instinctively.

Much Christian teaching about God is derived from Jesus' parables – they are like rich treasure boxes containing wisdom, comfort and challenge. Parables are known as 'earthly stories with heavenly meanings'. 'Parable' means to 'throw alongside'; they throw another image alongside a difficult one to make it easier to understand. For example, the Parable of the Lost Sheep teaches about God's love and forgiveness, shows the cost of waywardness, and God's joy when his 'sheep' return: all in a story shorter than this paragraph.

When Jesus told parables e.g. to answer a question, he rarely explained the meaning. He said "he who has ears to hear, let him hear" i.e. think about it yourself. He wanted people to find God for themselves.

Jesus' followers today continue to tell his stories, passing on 'good news' they believe is from God himself.



## What did Jesus teach about God in his parables?

### ENGAGE with the concept of a parable

#### End of year assessment in RE

This column lists 'I can' statements to help with end of year assessment BUT there are many ways to assess RE.

Please see advice at the end of this unit and consult your RE subject leader about assessing RE in your school.

#### What's inside?

Play 'What's inside?' Have a game of 'insides' with 5 or 6 mystery containers. Give each group a container to put a mystery object in. Back in a circle, the class has to guess what each group put in their container – What's inside? Rattle, shake, touch, weigh, think ... guess! How can you be sure? Check all the insides at the end.



**Introduce Tom and Tessa** (see Resources); they have brought in a lovely parcel. What's it for and what is inside?

It's for a game of 'pass the parcel'. Put on some quiet music (maybe one of Tom and Tessa's song about God's love – see Resources). When the music stops, unwrap a layer etc. Sometimes children will find a sweet – maybe tiny packets of lovehearts. Sometimes they will find a plastic or wooden letter ready to spell **PARABLE**.



In the middle of the parcel you should find a children's Bible - What does the class know about this book already? It's the special book that tells Christians about God's love (loveheart connection) and about Jesus.

Tucked inside the story Bible, find a card with a riddle on it. On the back it should say:

***You found me in the parcel.  
You need to sort me out.  
The riddle is a sort of game  
to help you find my name.***

So, what else was inside the parcel? What could they have missed? i.e. the letters.

Look at the riddle. Sort the letters out to spell:

**'P-A-R-A-B-L-E'**

#### The Riddle:

My first is like a vegetable  
My second is always first  
My third starts a race  
My fourth is first as well  
My fifth likes to buzz  
My sixth starts off love  
My last follows d.  
And my all is in this book!

*Read the notes above on **PARABLES / GOD** so you are well-informed about the key Christian beliefs underlying the unit.*

*Introducing a Christian child, even if imaginary, gives a good context for investigating Christian life and faith. See Resources.*

*Tom and Tessa's 'bag' contains artefacts and other props to engage pupils with the Christian Faith and its key beliefs and practices.*



**Rc** I can recognise the words Jesus and parable are important to Christians

**Rf** I can talk about a story which is important or special to me

## What is a parable?

Tom and Tessa can help us. They have sent us a note:

**Hi everyone! Well done for spelling PARABLE. When we go to church on Sundays and at our children's club, we hear lots of stories from the Christian Bible about what Jesus did.**

**The vicar also tells us lots of the special stories that Jesus told. These stories are called parables; they come from the Bible too.**

**What is a parable? Do you know? They are stories with special meanings inside them. Jesus used parables to help his followers learn more about God and his kingdom. We love acting the stories and trying to work out what their inside meanings are.**



Show children the Bible story book. What did Tom and Tessa tell you about 'parables'? Clarify that there are **stories about Jesus** in the Bible but also **stories that he told** to his followers – these are the parables.

### Can we find some inside meanings in one of Jesus' parable?

Christians love to pass Jesus' parables on because they help people know more about God. Watch a parable that a Christian has turned into a short film to pass it on.

Show 'The Lost Sheep' video from [www.max7.org](http://www.max7.org). There are no words. Can you mime the story? Split into groups, watch the video again and have a go. Watch different groups. Take pictures to annotate / label later.

Use single frames (also [www.max7.org](http://www.max7.org)) to generate questions.

Jesus' parables usually teach something about what God is like or about what people are like, but what do the children in this class think it teaches people? There may be lots of different possibilities!

**Remember:** This is just a starter - we will follow the story up next lesson.



**Stories often have meanings or a purpose for telling e.g. Aesop's Fables. Many teachers use a story to make a point to their class.**

**A parable is a story with a meaning inside: an 'earthly story with a heavenly meaning.' Parable is from a Greek word meaning to 'throw alongside'. Jesus explained things about God using stories about things his followers would know about: farming, families, being jealous, getting hurt or lost, etc.**

**This video can be downloaded free. Use the one without words. You can also download single images.**

**The story is in the Bible: Luke 15 v.1-7.**

## ENQUIRE into what Jesus wants to say about God in this parable

**Ra** I can remember something that happens in a story Jesus told

**Rb** I can recognise that Christians read Jesus' stories carefully and try to learn from them

**Re** I can talk about something interesting in one of Jesus' parables

**1a** I can remember Jesus' parable of the Lost Sheep and know who it is special to

**1c** I can suggest why the story of the Lost Sheep is important to a Christian

**Teacher's note:** Underpinning this unit is the Christian idea about God as Trinity – God as three 'persons' in one: Father, Son and Holy Spirit. It is key that teachers keep in mind that this is not just a unit about stories, but about what Jesus taught about God in his stories. Laying out three PE hoops at the start of this lesson hints at the idea of God as 'three-in-one'.



### What is our big question?

**Tom and Tessa** have sent us three 'special' boxes. Gather children round three PE hoops laid out on the floor like a clover leaf (shamrock shape). Place one box in each hoop. I wonder what's inside!

The twins have sent a really short note:



**These are Parable Boxes. Christians say Jesus told parables so his followers would think carefully about what God is like and ask questions.**

**Christians love to tell the stories to others; it is like passing on good news. We hope you like looking inside and adding more to the boxes.**

We are going to look inside each parable box and each one will help us investigate and answer our big question: **What did Jesus teach about God in his parables?** You could stick 'What did Jesus teach about God in THIS parable?' on top, or inside the top, of each box.

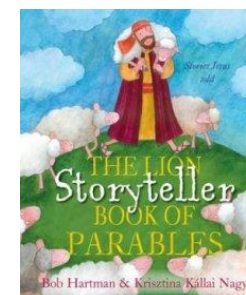
You may want to revisit the spelling of PARABLE and practise it together.

### What do you remember about this story?

Carefully open the first box and bring out an object – a toy sheep! It is a reminder of a parable Jesus told.

Pass the sheep round and tell the story round the class, one person at a time, or in talking partners.

Read the story from a Bible Story book e.g. The Lion First Bible or The Lion Storyteller Book of Parables (even the cover is useful here!) Find the story in the Bible itself and see if children can read it. It is very short and easy to read.



**Gold-covered boxes are used for parables in 'Godly Play' storytelling (see Resources) but photocopy paper boxes work well.**

**The three-leaved clover (shamrock) is a classic image for Christian belief in God as 'three in one' or Trinity.**

**It is fine to use a Story Bible but check the original Bible text to see if anything has been added or taken away in the child's version.**

**Each Bible story has a reference to locate 'book, chapter and verse' in a real Bible or online. This story is in Luke 15 v.4-7.**

**You can look stories up at: [www.biblegateway.com](http://www.biblegateway.com)**

**The songs here can usually be**

- If you could choose 2 other things to put in the Parable Box to help tell this story, what would they be? *Draw ideas on small whiteboards and share them.*
- If you could put a question in the box about the story, what would it be? In pairs, children devise a question to ask – maybe write on a sheep shape to put in the box?

### How could Christians pass this story on?

Imagine you have to pass the story on to the children in Reception or nursery or to the headteacher? How would you do it? Pictures / acting ?

Christians pass on the story in many ways e.g. writing songs. You could join in the lively **'I won't wander off in the darkness'** (Spring Harvest Kids' Praise). Try working out actions to the song or using percussion. Later you could create pictures for the lyrics and teach it to another class or in assembly.



### What do you think Jesus wanted to teach about God with this parable?



From the box take this picture by John Freeman. He has painted a picture to pass the story on.

What part of the story is it? What do you think the artist wants to pass on about what the shepherd is like?

Collect good words (nouns and adjectives) to describe the shepherd e.g. rescuer / saviour / sheep-finder / loving shepherd. *You could turn the words into a list poem which also passes on the story.*

Imagine you are the little white bird in the painting; your job is to tell us what Jesus wanted us to know about God. Finish the sentence: The shepherd in Jesus' story is ..... God is a bit like that.

*You could finish by listening to: **You are the Shepherd** (African Children's Choir). The children are performing for an audience but addressing the words to God: their shepherd.*

*purchased on-line.*

*<http://www.johnfreemanart.com/about-me/> John Freeman is an Australian artist, Christian and teacher. His parable paintings are bright and engaging. His website provides insight into how a Christian understands parables. John has allowed us to use his work; he'd love to see any parable pictures by pupils in similar style. Email them.*

*John has written a useful meditation on the story: <http://johnfreemanart.com/the-lost-sheep/>*

# EXPLORE (1)

## the Christian idea of God as 'Father' in the Biblical Narrative

*1d I can talk about times when I feel alone or lost, or need help at home, in class or in my religion*

*1e I can ask why Jesus used parables and what I can learn from stories, including a parable*

*2a I can tell one of Jesus' parables and say why it might be important to Christians*

*2e I can talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises*

*3d I can recognize some of the things that influence me e.g.*

**Teacher's note:** Jesus addressed God as 'abba' or 'daddy' and taught his followers to call God 'Our Father in heaven'. The parable of 'The Prodigal Son' features a father welcoming home a wayward son. Jesus understood God as the best of all possible fathers, a model for human fathers; he did not intend those with poor experiences of fathering to use these as a lens through which to view God.

### What do you think this parable is about?

Place the parable boxes out carefully in the three slightly over-lapping hoops. We have three **Parable Boxes** altogether. Point to the boxes in their hoops.

We know what is in one of them. Describe what is in the 'Lost Sheep' box. Who told the story? What did Jesus want his followers to know about God?

Shake the last 2 boxes gently. Open the second box and show children this [John Freeman picture](#). This picture goes with today's story. Any ideas?

Take out a cut-out paper 'heart' and some coins. Any more suggestions?



### What happens in this parable?

Tom and Tessa have brought a children's story bible in and some dressing up clothes. Read their note:

**We love this story that Jesus told. It is another of his parables. It is a great story to act out and we love taking the different parts.**

**How would you pass this story on? Could you act it? Could you photograph yourselves and make a book or video of the story? Could you make up a song? What do you think?**

Tell the story, found in the Bible: Luke 15 v.11-24, using, e.g.

- Big Bible Storybook p.191
- The Lion First Bible c.48 Lost – and Found



**'Prodigal' means wasteful in this context.**

<http://richardgunther.org/Art%20and%20Craft/Bible%20story%20folds%20crafts/>

**Another artist to investigate: Soichi Watanabe**

**Dressing up clothes: some sheeting, tea-towels or robes from the Nativity costume box.**

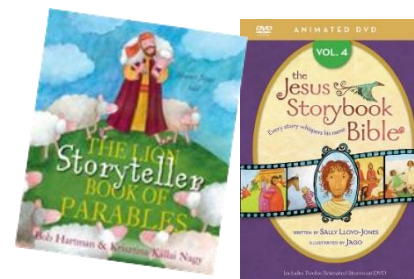
**The Lego animation of the story by Aussie Brick films is a good one to use.**



family, friends, faith,  
when I decide whose  
advice I should follow

- A Book of Reflective Stories – p.60
- The Lion Storyteller Book of Parables

As the children are going to be working on the story themselves it makes sense to hear it several times, so you may want to watch an animation as well. There are plenty of them on the internet.



The Jesus Storybook Bible has this parable told in the episode 'Running Away' told by David Suchet (see **Resources**).

### How could this story be passed on?



An initial discussion about the story could lead to making thought bubbles for different characters, creating tableaux of key moments, choosing feelings faces for different scenes, considering what items could go into the box to help re-tell the story.

The class can then be invited to use their own ideas for preparing to pass the story on. They could create songs, stories, art, drama, mini-books, models or simple animations.

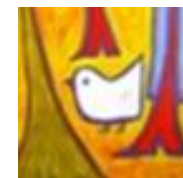
Circulate around the class gathering ideas about what the Father in the story is like ready for the plenary session.

### What does Jesus want his followers to know about God? (Plenary)



As the lesson draws to an end, gather the class together and talk about what the father is like using the children's ideas. Add your ideas to the second parable box.

**OR** Imagine you are the little white bird in the painting; your job is to tell us what Jesus wanted us to know about God. Finish the sentence: *The Father in Jesus' story is ..... God is a bit like that.*



**Many of the Jesus Storybook Bible episodes are also on the internet.**

**There are a number of 'Lost sheep' songs for churches. This one was written for schools and tells the other 'lost' parables too:**

**<https://www.elevationkids.com/song/lost-found>**

## EXPLORE

(2)

how ideas about God are passed on in the Christian community

**1b** I can use the right words to talk about how a Christian learns the stories Jesus told

**1f** I can talk about a book that is important to me and why the Bible is valued by Christians

**2c** I can say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian

**2d** I can ask, with respect, what people do in groups my friends and others belong to when they need advice, including

**Teacher's note:** In the long history of the Christian church, Jesus' parables have been passed on in many different ways from wall paintings to stained glass, from sculpture to song, from poetry to cartoon. Within church services, parables may be read as 'lessons' and preached about from the pulpit. Today's parable is the 'Good Samaritan'; it is very well-known.

### What do you think this parable is about?

Once again place the parable boxes out carefully in the three slightly over-lapping hoops.

Point to the boxes in their hoops; we have three **Parable Boxes** altogether. We know what is in two of them.

Think of our big question. What have we discovered so far about what these Christian parables say about God?

Shake the last box gently. Open this box and show children another John Freeman picture. This picture goes with today's story. Any ideas? Take out a bandage / plasters. Any suggestions?



### What do Tom and Tessa say about how this story is passed on at their church?



Tom and Tessa have sent you some more things to help you with the third story. Read the note:

**This Sunday, our vicar is going to read the Good Samaritan, one of Jesus' parables from the Bible. In our church, there are some stained-glass windows which show this story. The Christians who built the church hundreds of years ago made the windows to help pass the story on. They are lovely to look at.**

**Anyway, we wondered if you could help us. The vicar has asked all the church children if they can perform a special poem about the Good Samaritan. Can you give us some good ideas about how to perform it please?**

Show children three stained glass window pictures of the Good Samaritan story. Use a combination of story reading, close examination of the pictures, and performing the poem to

**The Good Samaritan is found in the Bible: Luke 10 v.25-37**

**This lesson or the next could take place in a local church with community members.**

**Van Gogh's 'Good Samaritan' might be useful.**

**Many stained glass 'Good Samaritan' windows can be found on the internet.**

**The poem in the Appendix is from 'Our Poems and no messin', ed. Margaret Cooling, a collection based on a children's poetry competition**

**For a different 'parable box', with easy-to-find objects and simple script, try: [http://www.bible4schools.org/files/files/shoobox\\_story\\_good\\_samaritan\\_5-6\\_yrs.pdf](http://www.bible4schools.org/files/files/shoobox_story_good_samaritan_5-6_yrs.pdf)**

**You could listen to, or learn: When I needed**

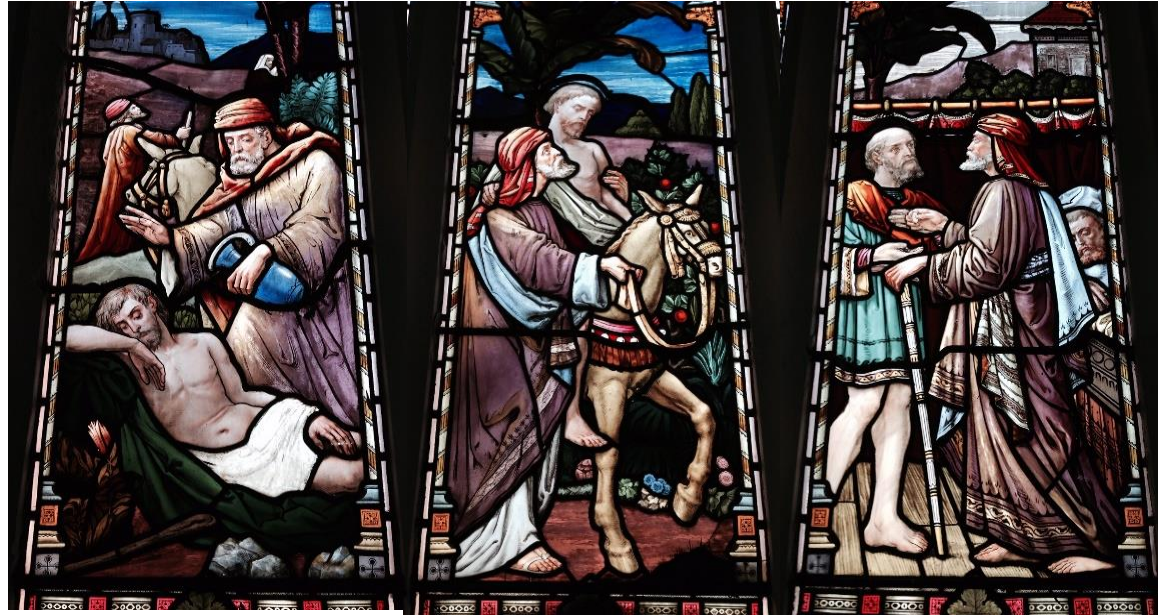
Christians

*3f I can link 'being forgiven' or 'being helped' to the way I think about and treat other people*

really get to know the story. You can find the story in most Bible storybooks e.g. Big Bible Storybook / Lion First Bible / Lion Storyteller Book of Parables - see [Resources](#).

Make sure you also find the story in a real Bible and read it from there, like the vicar at Tom and Tessa's church will do.

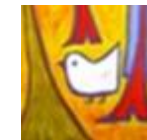
Then start work on performing the poem using a variety of percussion and body sounds.



**What do Christians learn about God from this story?**



Find the white bird in John Freeman's picture. What could the bird tweet about the Good Samaritan? Use a word bank to get a range of words to describe the Samaritan.



On Sunday Tom and Tessa's vicar will stand in the church pulpit and teach everyone what God is like. He will use the parable to help.

Which words about the Good Samaritan do you think will help him say what God is like?

*a neighbour were you there? This song by Sydney Carter is based on Jesus' words in Matthew 24: 44-45.*

*These Stained Glass windows are in the St Nicholas Centre, a former parish church used as conference space by St Edmundsbury and Ipswich Diocese, as a night shelter, and by Ipswich Deaf church.*



## EXPLORE (3)

### passing on ideas about God in Christian living

**2b** I can talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church

**2f** I can talk about important messages some people, including Christians, want to share and ask, with respect, about why

**3a** I can describe what a Christian might learn from one of Jesus' parables e.g. about what God is like

**3b** I can describe some similar things

**Teacher's note:** This lesson could take part in a church. Children can share their learning with church members, a vicar, or meet an Open the Book Team. They could also perform their stories, read from the lectern and share their learning about God from the pulpit!



#### How are Jesus' stories passed on and by whom?

Sit in a circle. Do you remember playing pass the parcel at the start of these lessons? How do we play it? Remember what was in the parcel. You could even play the same music again.

Take a Bible out of Tom and Tessa's bag. What is it? Tell me about any stories you know as you pass the Bible around the circle. Then read Tom and Tessa's note:

**Stories of the Bible and Jesus' parables have been passed on for 2000 years and lots of people know them. When we think hard about them – about their inside meaning - they kind of stick with us. We have brought some things in to show you what we mean.**

**Ever since Jesus' time, Christians have passed on Jesus' Parables by retelling them in lots of different ways. Christians hope that the good news about God loving and caring for people will 'stick' and help everyone know they are precious to God. Let us show you what we mean.**

Unpack some baby oil, talc and black paper from Tom and Tessa's bag.

Put a generous amount of baby oil on a child's hand and then get them to go round in a circle shaking everyone else's hand. Or shake hands round a circle.

Children then put their oily hands onto a large piece of black paper to make a mark. Sprinkle the marks with talc to show the handprints. Now you can see how the 'oil' has been passed on.

Wash your hands with soap and then .....

Discuss what to write on a label to put on the 'picture' of marks to explain to other people what it means and display it for others to see.





Christians might do after thinking about Jesus' parables e.g. live in a particular

**3c** I can describe some ways Christians show their beliefs about God in paintings of parables or in songs, or poems

**3e** I can ask good questions about the right way to live, based on Jesus' parables, and communicate my ideas for answers

### What have we learnt about Christian beliefs about God from the parables we have encountered?

Meet some Christians e.g. Open the Book team, member of a church or local vicar. All Christians have the job of telling others about God and they will often use Jesus' parables to help them.

The children should share the work they have been doing about parables, maybe performing their poem, displaying pictures or acting one of the stories. They should then share some things they have learnt about God – the things which have 'stuck'.



***This display is from Worlingham CEVC Primary, Suffolk.***

### What can a Christian tell us about God from another parable? What do they want to stick to us?

Invite your Open the Book Team (vicar, Christian visitor) to share a different parable, maybe taking one from the children's story Bible you are using in class.

*Examples of good parables to choose from the Lion Storyteller Bible are:*

- *The Unforgiving Servant*
- *The Two Houses*
- *The Big Party*
- *The Lost Coin*
- *The Pharisee and the Tax-Collector*



***Pictured here is the Open the Book team at Walsham-le-Willows CEVC Primary School, Suffolk***

Enjoy the telling of the story. Maybe the class could be involved in acting or sound effects.

Think in talking partners about the meaning of this new parable. What message about God do you think Jesus wanted to 'stick' with us? Maybe you could 'stick' your ideas on a big post-it!

Then hot-seat your Christian visitors / hosts. What do they think Jesus is teaching about God? What ideas would they want to 'stick' with them and why? Make a note about their ideas to 'stick' round your display of oily handprints!

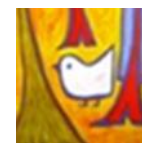
<p><b>EVALUATE</b> your RE learning about</p>	<p><b>Teacher's note:</b> Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:</p> <p><b>What have we learnt? How well have we learnt?</b></p> <ul style="list-style-type: none"> <li>• Try a mind map – together as a class or in groups.</li> <li>• Encourage children to record/ share what they have learnt as individuals.</li> <li>• Use the Quick Quiz on p. 17.</li> <li>• Use the class RE scrapbook to discuss your learning journey together.</li> <li>• Consider how to answer any remaining questions.</li> </ul> <p><b>Can we answer the big question at the start of the unit? How well?</b></p> <ul style="list-style-type: none"> <li>• Use discussion to construct an answer together.</li> <li>• Encourage children to self-assess and justify their decisions.</li> <li>• Use the SOLO taxonomy hexagons in groups or individually.</li> </ul> <p><b>Are we making progress in RE as a subject? How much?</b></p> <ul style="list-style-type: none"> <li>• If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 <b>OR</b> an Assessment framework from your RE subject leader.</li> <li>• Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects.</li> </ul>	<p><b>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</b></p> <p><b>Please remember that different schools have different requirements. Check with your RE Subject Leader.</b></p> <p><b>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</b></p>
<p><b>EXPRESS</b> your knowledge of Jesus' parables and the things Jesus taught about God</p>	<p><b>Teacher's note:</b> You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.</p> <p><b>Here are some more ways you might share your learning with others:</b></p> <ul style="list-style-type: none"> <li>• <b>Use your parable boxes</b> to present a parable to another group e.g. some children in Nursery/ Reception. You need to know the story well ready pass it on. You are also going to have to tell them what you think Jesus was teaching about God.</li> <li>• <b>Create a set of pictures in the style of John Freeman</b> and email them or</li> </ul>	<p><b>These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.</b></p> <p><b>Triptych – three paintings hinged together – here use a section per parable.</b></p>



pictures of a gallery of your work to the artist himself. Try to write a short piece about your learning for him to read.

OR invent a new picture in his style **of another of Jesus' parables.**

- **Write a 'little bird' guide** to the three parables you have heard.
- **Use your art work /poetry to create a huge triptych** to display in the school foyer / entrance or at the local church. Work together on the exact words to label their triptych so everyone understands what you have been learning.
- **Create, use and display their own Parable boxes** objects etc inside. Record them telling the story on sound buttons so those viewing the display can hear the story. Write labels saying what the story teaches about God.
- **Create a Trinity display** i.e. which shows the Christian belief in God as Trinity – Father, Helper (saviour) and Friend (Holy Spirit). Can you create a display which shows this using the parables to help you? Tough one!
- **Lead a school assembly** on each of the parables, including acting, poetry, song etc. Write scripts which say what you think the parables teach about God.



## The Story of the Good Samaritan

Crinchity crunch crinchity crunch crinchity crunch  
**BANG WALLOP** help! **SMACK** ow! **SMASH**  
 Where's the money? **KICK** stop it!  
 Rush rush rush rush rush rush  
**GONE**

Crinchity crunch crinchity crunch crinchity crunch  
**STOP**  
 Oooh, oh no, poor man,  
 In a hurry hurry hurry hurry  
**GONE**

Tick tock tick tock tick tock  
 Tweet tweet  
 Tick tock tick tock tick tock  
 Slither Slither  
 Tick tock tick tock tick tock  
 Crinchity crunch crinchity crunch crinchity crunch  
**STOP**  
 Oooh, oh no, poor man  
 It's dangerous, dangerous, dangerous, dangerous.  
**GONE**

Tick tock tick tock tick tock  
 Sizzle sizzle  
 Tick tock tick tock tick tock

Clip clop clip clop clip clop  
**STOP**

Oooh, oh no, poor man  
 Crunch  
 Smooth, soothe  
 Drip drip rip rip  
 Calm balm  
 Drip drip rip rip  
 Cool, aaaah  
 Shade, aaaah  
 Alley oop!  
 Crinchity crunch  
 Clip clop  
 Crinchity crunch  
 Clip clop  
**STOP**

Aaaaaaah  
 Tick tock tick tock tick tock  
 Hoot hoot  
 Tick tock tick tock tick tock  
 Aa-ooooo  
 Tick tock tick tock tick tock  
**Zzzzzzz Zzzzzzz**  
 Tick tock tick tock tick tock  
 Wooooooooo  
 Tick tock tick tock tick tock  
 Cock a doodle doo!

Jingle Jingle  
 See you soon!  
 Clip clop clip clop clip clop clip clop clip clop



From: Our poems and no messin' (ed. Margaret Cooling)



# Assessing RE in your school

There are many ways to assess RE..... and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

**If you want to check progress in this unit, you could:**

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.
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- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*
- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*



<b>Beginning:</b> Discusses concept in own life	Q1 What story has taught you something?
<b>Developing:</b> Draws on the lesson material	Q2 Which of Jesus' parables is your favourite and why?
<b>Expected:</b> Applies concept / answers key question	Q3 What did Jesus teach about God in his parables?
<b>Greater Depth:</b> Offers wider links to this or other faiths / personal views	Q4 Why do Christians keep on telling Jesus' parables?

**If you want to assess pupils against end of year expectations for RE, you could:**

**Set tasks to help pupils demonstrate the 'I can's' below.** The grid is based on generic end of year expectations (see flash drive) and loosely tied to the Suffolk Agreed Syllabus but adapted to the specifics of this unit. Other syllabuses have different structures for RE assessment, but the grid may still be helpful.

**SELECT** a year group. **CHOOSE 2 strands** to assess – one from each Attainment Target. Each strand can be covered twice in a year providing good evidence for end of year reporting. **LOOK** down the left-hand column of the lessons for the best lesson to do the assessment. **SET an activity** to help pupils show the 'I can' and adapt the lesson as necessary. **RECORD** how pupils do.

	Attainment Target 1 - Learning about religion and belief			Attainment Target 2 - Learning from religion and belief		
	Strand a) beliefs, teachings and sources	Strand b) practices and ways of life	Strand c) forms of expression	Strand d) identity and belonging	Strand e) meaning, purpose and truth	Strand f) values and commitments
<b>R</b>	<b>Ra</b> I can remember something that happens in a story Jesus told	<b>Rb</b> I can recognise that Christians read Jesus' stories carefully and try to learn from them	<b>Rc</b> I can recognise the words Jesus and parable are important to Christians	<b>Rd</b> I can talk about things that happen to me when I am at school or home	<b>Re</b> I can talk about something interesting in one of Jesus' parables	<b>Rf</b> I can talk about a story which is important or special to me
<b>Y1</b>	<b>1a</b> I can remember Jesus' parable of the Lost Sheep and know who it is special to	<b>1b</b> I can use the right words to talk about how a Christian learns the stories Jesus told	<b>1c</b> I can suggest why the story of the Lost Sheep is important to a Christian	<b>1d</b> I can talk about times when I feel alone or lost, or need help at home, in class or in my religion	<b>1e</b> I can ask why Jesus used parables and what I can learn from stories, including a parable	<b>1f</b> I can talk about a book that is important to me and why the Bible is valued by Christians
<b>Y2</b>	<b>2a</b> I can tell one of Jesus' parables and say why it might be important to Christians	<b>2b</b> I can talk about some things Christians do together to help them pass on Jesus' message as part of their worship in church	<b>2c</b> I can say what the characters might stand for in some of Jesus' parables, OR what the stories might be about for a Christian	<b>2d</b> I can ask, with respect, what people do in groups my friends and others belong to when they need advice, including Christians	<b>2e</b> I can talk about the meaning in a story, including one of Jesus' parables, and about any questions it raises	<b>2f</b> I can talk about important messages some people, including Christians, want to share and ask, with respect, about why
<b>Y3</b>	<b>3a</b> I can describe what a Christian might learn from one of Jesus' parables e.g. about what God is like	<b>3b</b> I can describe some similar things Christians might do after thinking about Jesus' parables e.g. live in a particular way	<b>3c</b> I can describe some ways Christians show their beliefs about God in paintings of parables or in songs, or poems	<b>3d</b> I can recognize some things that influence me e.g. family, friends, faith, when I decide whose advice I should follow	<b>3e</b> I can ask good questions about the right way to live, based on Jesus' parables, and communicate my ideas for answers	<b>3f</b> I can link 'being forgiven' or 'being helped' to the way I think about and treat other people

## Resources for this enquiry:

In this unit, Tom and Tessa are imaginary Christian characters who enable a teacher to present things Christian children learn or do in a way which is easier to handle than talking abstractly about religious people. Tom and Tessa also appear in the EYFS units in the Emmanuel Project. Similar children e.g. Zoe (Jewish) were created for other KS1 RE units.

You can create your own 'Tom and Tessa' using cartoon characters, persona dolls or photos from school library books or schools' programmes on the internet. The children's names are immaterial; feel free to change them, especially if the name already appears on your class register!

Sometimes scenarios are created around their lives to start a discussion. Sometimes they help by bringing in a bag containing Christian artefacts or books! Here are suggestions for this unit:

- A Christian children's story Bible
- Christian children's books of parables
- A CD / downloads of Christian children's songs (see below)
- Pictures of Jesus / individual parables told by Jesus



### Bible story books

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Jesus Storybook Bible - Sally Lloyd Jones
- The Lion Storyteller Bible - Bob Hartman (Lion Hudson)
- The Lion Storyteller Book of Parables - Bob Hartman (Lion Hudson)



### From the Discovery Centre, Bury St Edmunds / [admin.dc@stedscathedral.org](mailto:admin.dc@stedscathedral.org)

- A Book of Reflective Stories (book with CD of script for the Parables of the Lost Son / the Two Housebuilders, actions, patterns, etc)
- A Book of Reflective Stories 2 (book with CD of script for the Parable of the Talents, actions, patterns, etc)
- The Lost Sheep / Music for stories CD (includes a 'Lost Sheep' song among others)
- **The Cathedral Discovery Centre Team** – ([dcoffice@stedscathedral.org](mailto:dcoffice@stedscathedral.org)) Cathedrals often have education teams which welcome visitors / visit schools for a small cost per pupil, and may have experienced storytellers who can tell parable stories in 'Godly Play' or 'Reflective Story' style.



**Copies of artwork / paintings** – a large range is found on the internet.

- <http://freebibleimages.org/> - the work of many artists in many styles held centrally
- Good Samaritan (Van Gogh) – Remember that many famous artists of the past and present take Biblical subjects.

**Songs and Music from the Christian community** – some you may have in school, some could be bought as CDs for 'Tom and Tessa's bag' or downloaded as individual songs. Songs about love would complement this unit well and make good examples of how and what Christian children might be taught about God, expressing the same ideas as are found in the parables.

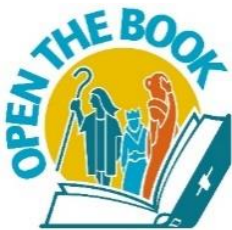
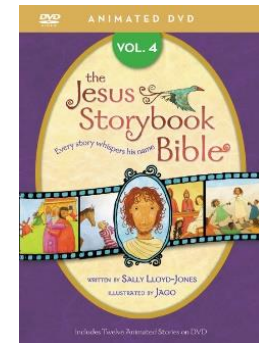
<https://itunes.apple.com/gb/album/best-spring-harvest-kids-praise/id542257997>

You can download, for example:

- For God so loved / The Lord loves me / I won't wander off (Lost Sheep) – Spring Harvest Kids Praise / Little Kids Praise
- Your love – Kids Praise Party 3
- God's love is Big - Kids Praise Party 1

#### Video material:

- The lost sheep – [www.max7.org](http://www.max7.org)
- The Life of Jesus (C4 Learning): Jesus the Storyteller
- Jesus Storybook Bible Animated DVD: Vol 4 DVD by Sally Lloyd-Jones (Running away - The Lost Son)



**'Open the Book' teams** - These local church teams act out stories from The Lion Storyteller Bible in Collective Worship, often involving the children. Many local teams exist and may help by bringing in costumes and props for stories in the unit or helping children act them out. They might also be happy to act as ready-made visitors in your RE lessons!

(<http://www.openthebook.net/home>)

**These units were revised by Helen Peats (St Margaret's CEVAP, Ipswich), Emily Bacon (Bures CEVCP) and Helen Matter (Diocesan Schools' Adviser) at the St Nicholas Centre in 2018-9, assisted by KS1 teachers. Thank you for your hard work!**