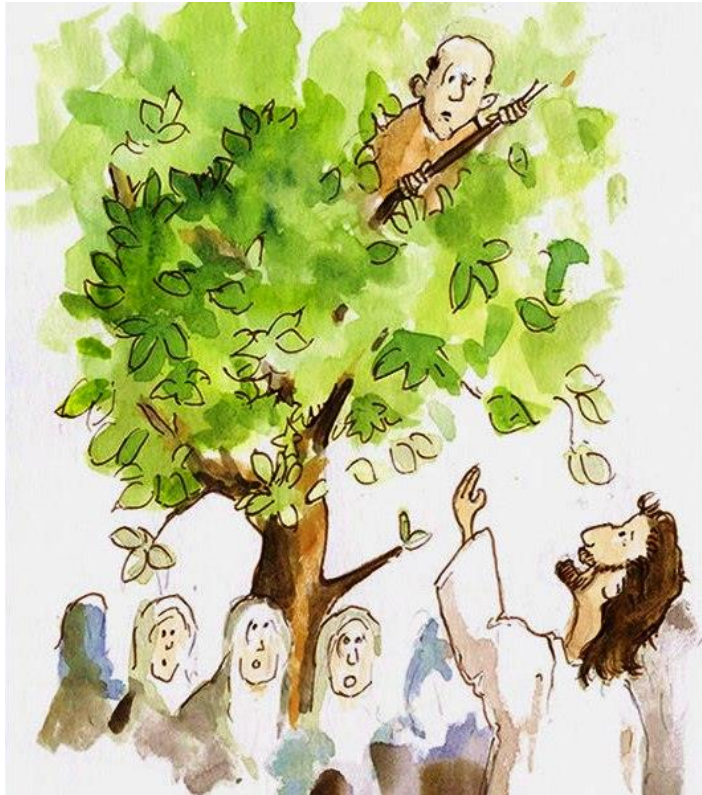


KS1 Christianity: Leaders and Teachers



**Why do Christians
trust Jesus and
follow him?**

Picture – Henry Martin (used by permission)

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



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

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.



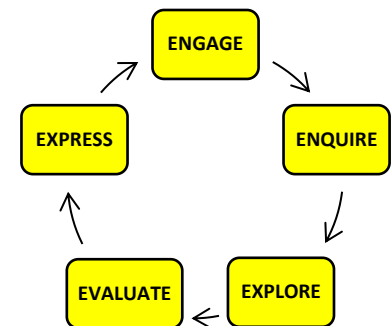
This unit for Key Stage 1 pupils focuses on the Christian concept of 'faith/ trust'. It is important to read the guide to the concept / belief so that teaching, questioning and assessment reflect this focus.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Leaders and Teachers: figures who have an influence on others locally, nationally and globally'.*

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, leader or prophet. Eventually they decided Jesus was both fully

human and fully God. And thus, as God, he was the very best of leaders or teachers.

Some ideas which make up the Christian belief in incarnation.

God with us – Emmanuel - *Whoever welcomes me, welcomes him who sent me (Mark 9 v.37)*

Incarnation is about God's Son becoming 'one of us', a human. Beginning as a baby and growing to adulthood, he is a teacher and leader who understands our lives but is also God with power to help.

Revealing what God is like - *St Paul wrote of Jesus 'He is the image (eikon) of the invisible God.'* (Colossians 1 v.15).

An early Christian writer advised Christians to think of Jesus as they thought about God. It is as if Jesus pulled aside the heavy clouds that hide God and gave humans a glimpse of what God is like. The disciples got to know Jesus as a human but they also caught glimpses of the 'God man' e.g. when he healed people, calmed a storm, etc

Acting as God's Representative - *'No-one has ever seen God. The only Son, who is the same as God and is at the Father's side, he has made him known.'* John 1 v.18

In John's gospel, Jesus said he was 'sent' by the Father. He came with the authority of God, like a company 'rep', to speak on God's behalf. Jesus even claimed to forgive sins, God's prerogative. The religious rulers could not deny what Jesus did but questioned his authority and refused to believe he was 'Son of God', accusing him of blasphemy.

DISCIPLE / FAITH (TRUST)

Christians believe God came to earth as a human in the person of Jesus 2000 years ago.

When Jesus began his 3 year ministry, he attracted attention quickly as a teacher and healer. He called 12 '**disciples**' (learners) to work with him spreading the news of God's kingdom.

These men followed Jesus on his itinerant preaching and teaching ministry and eventually carried on his work. As his disciples got to know him, they realised their leader seemed more than human. They struggled to put this into words but eventually Peter spoke up and said he believed Jesus was the Christ, the Son of the living God.

Jesus was a charismatic leader who attracted both support and opposition. Some of his early followers believed he was the Christ (king) from God who would lead them against their Roman oppressors. Jesus saw his mission differently. He had come on a mission to lead people back to God and to teach them God's ways. In his own words, he had come to seek and save the 'lost' (Mark 10 v.45) and promised that, when people put their **trust or faith** in him, he would give them 'life' with a capital 'L' (John 10 v.10).

The Gospels (records of Jesus' ministry in the Bible) say that huge crowds came to see Jesus and were amazed at him. When he taught about God, they marvelled at his 'authority'; he did not speak like most religious teachers. He used stories and sayings which related to people's lives to help them understand God and God's love for everyone. He was like a teacher who came down to the level of his pupils and saw the world through their eyes and what he taught in his stories and sermons, he lived out in his life; he was a visual aid to knowing God.

Jesus thus demonstrated what humans should be like and led as a living example of a real human, in touch with God his maker.





Why do Christians trust Jesus and follow him?

ENGAGE with the concept of trust / faith

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.

***Rd** I can talk about when my teacher or my family trust me to do something*

***Rf** I can talk about how to choose a good friend*

Teacher's note: To 'trust' someone is about having 'faith' in them, an important concept in Christianity. Christians put their trust or faith in Jesus Christ as the Son of God. He is their leader and teacher, the one they choose to listen to and follow through life. Helping children make wise choices about who to trust or listen to is also important in school, with issues such as bullying, 'stranger danger' and e-safety high on the agenda.

When is it okay to copy or follow someone? (no longer than 15 mins)

Invite the children to join you in a simple game of copying e.g.

- ✓ 'Simon says' - with teacher or some of class taking turns in leading.
- ✓ 'Follow the leader' – with teacher leading class round the room or just outside.

Talk about why the children joined in. Why was it okay to copy / follow the leaders in these games? When do we have to make wise choices about copying / following?

Who do we trust?

Who are good people to copy or follow? We call these 'people we **TRUST**'. Why do you trust them? Why do you have 'faith' in them? *Don't be afraid to start using the term 'faith' as a synonym.*



Make a class list of people we might trust. Then give out large leaf shapes. Ask everyone to complete the sentence. **We trust because** on one of the leaves.

We are going to create a **TRUST** tree. Point out the 'trunk' if it is already up. We'll start by putting these leaves on it and add different leaves each lesson if we can.



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

***NB** There may be safeguarding issues here. Knowing who to trust is crucial to well-being. Be alert to disclosures and know what steps to take if needed.*

Create a large 'Trust' tree and add leaves each lesson as a simple interactive display. Put the tree trunk up ready to start this lesson.

The leaves will help record the children's 'voice' in this unit.

1d I can talk about times when I need to trust someone in my family, my class or my religion

1f I can talk about how I know who to trust at school and why

How do we recognise someone we can trust?

Introduce Tom and Tessa. Explain who the children are if you are using them for the first time. (see [Resources](#)).

What do Tom and Tessa have in their bag today? Some cards with words on: *kind, brave, generous, honest, friendly, funny, hard-working, fair, gentle, helpful, humble (not boastful), truthful*. Discuss what the words mean as you take them out of the bag and give them to 'trios' of children.

At the bottom of the bag, find a note from Tom and Tessa:

Hi everyone, Tom and Tessa here! It's not always easy to recognise who to trust. Last term at our school, there was a new boy. We made him welcome and looked after him BUT no-one in our class knew what he was really like. Should we trust him? Would he be a bully? Or would he be a great friend? All the first week, our class kept an eye on him.

By Friday, we all trusted the new boy. Some children said, 'We trust him because we saw him being generous'. Some children said, 'We trust him because we heard him being kind'.

We have sent you the words other children said. What do you think we saw the new boy do or say which helped us trust him?

Ask: How did Tom and Tessa's class know what the new boy was like? What did they see or hear? Direct the trios of children to look at their own word. Ask them to act out what the class saw or heard that made them describe the new boy like this.

Children can show off their ideas as 'freeze frames' with a simple explanation: *The new boy was/ did xxxxx so we decided he was xxxxxx and we knew we could trust him*. Use small whiteboards to show speech or thoughts if wished. Take photographs and label later.

Who do you trust? (plenary)

Create more leaf templates to reflect the Assessment tasks, offering children time to think and talk about the questions if wished. And leave a pile of leaves by the tree for children or adults to add further ideas during the week.



Tom and Tessa are imaginary Christian children, who help provide a good context for investigating Christian life and faith. See [Resources](#).

You need a bag for Tom and Tessa, into which you put props, artefacts and, sometimes, notes to engage pupils with Christian faith at an appropriate level.

Put the freeze-frame photos in a class RE scrapbook for this unit or add to a wall-display. Ensure the word 'trust' appears in any titles or labels.

Why not invite others to look at and add to the tree as well, making it a focus of discussion.

ENQUIRE into the idea of Christians trusting Jesus as a leader

Ra I can remember something that happens in a story about Jesus

Rb I can recognise that a Christian reads the Bible because of their religion

1a I can remember a story about Jesus and know who it is special to

2f I can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why

Teacher's note: 'Disciple' means follower or learner; in the Christian Bible it may describe all those who made Jesus their leader, but especially, the twelve who helped in his public ministry. In the early years of the church, these twelve disciples were referred to as 'apostles' which means 'sent out' i.e. to spread the Christian good news of Jesus as God's Son come to earth.

Who do you trust enough to be your leader? Why? (10 mins max.)

Tom and Tessa have brought their bag in. Place the bag at one end of the classroom. Blindfold an adult and ask them: *Who do you trust to hold your hand and lead you over to Tom and Tessa's bag?* Ask them to name a child as their 'leader'.

Repeat several times – with children leading by hand, or giving spoken commands.

Finally ask why the adults chose particular children: *I trusted them because* What might have happened if the children were not good at leading?

Who do Tom and Tessa learn is a great leader?

Look in Tom and Tessa's bag. Find a note, a story Bible and a big leaf for the tree. *Later you could also get out some dressing up clothes e.g. head-dresses, a piece of net or some pretend fish – see story below for ideas.*

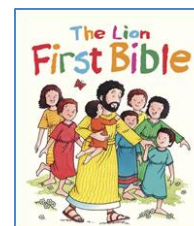
Read the note together (and maybe add it to a display later).

Hi! It's us again. Mum and Dad always tell us to be careful about who we trust. We can't just go off with someone we don't know. It's important to trust the right people. Follow the wrong person and they might lead you the wrong way or get you into trouble.

At our church, the vicar talks a lot about how Jesus is a great leader, who helps Christians do the right things. We wonder what you know about Jesus. We have sent you a big question for your Trust Tree: *Why do Christians trust Jesus and follow him?*

Hold up the question written out on a large leaf for the Trust Tree and then look at a picture of Jesus e.g. something suitable from the Bible story book in Tom and Tessa's bag.

Ask for any ideas how to answer the question. It's a bit like the question of



Tom and Tessa's bag will come in frequently! Make unpacking it something dramatic and special.

Try writing the notes on bright paper or put them in special envelopes. Read them together and leave available to read at other times. Some children may like to write letters back!

There are suggestions for suitable Bible Story books in the Resources list at the end of the unit.

The Teacher's notes will help you feed in extra information as needed.

3d I can recognise what or who influences my choices of a good leader or who I choose to follow e.g. family, friends, faith

3e I can ask good questions about who I trust / follow in my life, and communicate some of my ideas for answers

3f I can link things that are important to me when I choose who to follow, with the way I think or behave

the 'new boy' from last lesson. What do we know about Jesus?

Why did the first people start to trust and follow Jesus 2000 years ago?

Teacher's note: The accounts of Jesus' life and ministry in the Bible (the Gospels) say Jesus attracted huge amounts of attention when he began his short 3 year ministry. People flocked to see and hear him. The Gospels tell of miracles and healings and crowds so huge that Jesus would almost be crushed. People formed a variety of opinions about him – some positive (He's come from God), some negative (He's dangerous). From the crowds of followers, Jesus chose 12 as disciples, co-workers, who went with him on his travels.



In Tom and Tessa's Bible story book there is a story about Jesus' first disciples.

Read the story e.g. *The Lion First Bible* p.322-329 (Twelve Special Friends), or *The Big Bible Storybook* p.136,152-3 (Meeting Jesus / Jesus the Leader)



Choose another way to explore the story and think about the question above:

You could watch and compare 2 or 3 video clips:

- Jesus' disciples, Peter and Andrew (BBC) <https://www.bbc.com/education/clips/zbyr87h>
- Jesus recruits disciples (BBC) <https://www.bbc.com/education/clips/zvfgkqt>

OR Act out the story altogether, using dressing-up clothes. Maybe ask your **Open the Book Team** to help, if you have one.

OR Use a **Reflective Story** from *A Book of Reflective Stories 2* p.34 – Jesus calls the Disciples). A local storyteller may be able to help.



Why do you think Jesus' first followers trusted him as a leader?

Give children the opportunity to ask their own 'I wonder' questions about the story. Then on a leaf, maybe a different shade of green, ask them to complete:

- **I think the first disciples trusted Jesus to be their leader because**

The story is found in the Bible: Matthew 1 v.18-25 / John 1 v.40-42 / Luke 5 v.1-11)

In RE, children are often asked to reflect on a story, rather than just answer questions. To do this effectively, they need to engage with the story at least three times – telling, acting, seeing, creating.

For details of Open the Book Teams, see Resources.

The Discovery Centre team at St Edmundsbury Cathedral can help with storytellers, and sell the book! See Resources.

EXPLORE (1)

why people trusted and followed Jesus in a Bible story

Re I can talk about something interesting in the story of Zacchaeus

1c I can suggest why pictures and stories of Jesus are important to Christians

1e I can ask why a story is told, including the story of Zacchaeus, and what I learn from it

2a I can tell one of the stories about Jesus and say why it might be important to a Christian

Teacher's note: The Bible is central for Christians wanting to follow Jesus. Here they find the stories of how he interacted with people, what he said about life and living. Because Christians believe Jesus is God's Son, these words and stories take on deep importance; Christians read them over and over again as they reflect and learn more about trusting and following Jesus.

What clues does this song give about why people started to trust and follow Jesus?

Tom and Tessa are practising a song for church. Can you help them with some actions?

Look at the words and then listen to the song: (John Hardwick). Think up some simple actions which could be performed to the song.

<https://www.elevationkids.com/song/never-never-never> (find words here and also link to digital download)

Discuss the words briefly and think about answers to the question above. Record ideas on post-its / whiteboards.



What happened when Zacchaeus met Jesus?

From Tom and Tessa's bag, pull out some 'footprints' (could be card, or something more substantial). And a short note:

Have you ever left footprints? We think there must have been lots of footprints wherever Jesus went! Crowds of people always came to see him, to check him out for themselves, and he never turned people away. He welcomed everyone and helped them.

Some of the footprints would be from his special friends. Do you remember some of them? The 12 disciples. They travelled round with him, learning more about God, seeing him do amazing things, and listening to his stories and wise words about living God's way.

We love hearing and acting stories about people who met Jesus at our Church. There are lots of stories to choose from. Do you know this one?



There are some versions of this song on you-tube.

You could also try 'Little Zac' by Trevor Ranger:
<https://www.elevationkids.com/song/little-zac>

This picture of Zacchaeus up a tree is by artist Rev. Henry Martin and used by permission. The full story as a series of pictures is in this section of Free Bible Images =
<http://freebibleimages.org/search/?s=zacchaeus>

Look for Zacchaeus: Little Man – Big Change

<p>2d I can respectfully about how my friends, and people in different groups, including people in a faith group, know they can trust someone</p> <p>2e I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise</p>	<p>Tom and Tessa want you to hear a famous story of someone who started to follow Jesus. Look at the picture (by Henry Martin) and see if children can suggest what is happening.</p> <p>Tell / act out the story of Jesus meeting Zacchaeus (Bible: Luke 19 v.1-10). Crowds came to watch Jesus. He had quite a reputation. People wanted to see him themselves. Use a good Bible story book (e.g. <i>The Lion First Bible: A nasty little cheat</i>) to help you.</p> <p>There are lots of resources for telling this story in other ways e.g. <i>Zacchaeus meets Jesus</i> (BBC animation) https://www.bbc.com/education/clips/zj4wmp3 See Resources.</p> <p>Why do you think Zacchaeus trusted Jesus and wanted to follow him?</p> <div data-bbox="490 552 853 790" data-label="Image"> </div> <p>No-one trusted Zacchaeus, a local tax-collector working for the Roman occupying army. But Zacchaeus was interested in Jesus, and Jesus was interested in him.</p> <p>Who do you think trusted / didn't trust in the story? Why did Zacchaeus trust Jesus? As a class, fill in a leaf for the Trust tree.</p> <p>Did Zacchaeus become Jesus' follower? How do you know? i.e. he returned his ill-gotten gains! Ask children to draw round their feet and cut out the outline. These footprints represent Zacchaeus 'following' Jesus. Fill the footsteps with answers to the question above: <i>I think Zacchaeus followed Jesus because:</i></p> <p>Stick the footprints round the base of the Trust tree, labelling the display appropriately.</p>	<p><i>If it's a nice day and you have a tree in your grounds, why not act the story out under it, maybe lay a footprint trail to reach the tree.</i></p> <p><i>Each Bible story has a reference e.g. Luke 19 v. 1-10. This helps locate 'book, chapter and verse' in a real Bible or online: www.biblegateway.com</i></p> <p><i>It is fine to use a Story Bible but check the original Bible text to see if anything was added, or taken away in the child's version.</i></p>
<p>EXPLORE</p> <p>(2)</p> <p>how Christians express their faith and trust in Jesus in church</p>	<p>Teacher's note: This lesson could take place at a local church or at school. The 'CREED' (a statement of belief) below comes from a Church of England service. If visiting a different church, discuss with the minister how elements of their services show their faith and trust in Jesus.</p> <p>Why do you think the people in these stories might want to follow Jesus?</p> <p>Give each pair or trio of children a copy of one of the 'Jesus stories' below. These could be pictures and text from a simple Bible story book</p> <div data-bbox="1464 1066 1680 1358" data-label="Image"> </div>	<p><i>For the early Christians, an encounter with Jesus was like meeting God on earth (See p.3). They were won over by his love, his authority when teaching about God, his offer of physical and spiritual healing, and his care for</i></p>

2b I can talk about how Christians learn more about following Jesus as part of their worship at church

2c I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is

3a I can describe what Christians might learn from a Bible story about why they should trust and follow Jesus

3c I can describe how some Christians show their beliefs about Jesus in a creed or song, using religious words correctly



e.g. *The Lion First Bible* or the *Big Bible Storybook*.

Ask children to read their story and make a 'model' of it in playdough or using small world figures, pattern blocks, lego, cubes, etc. On whiteboards, they should write a sentence about what happens in their story.

When this is done, they can cut out more footprints and complete:

We think xxxx would follow Jesus because

Story	Bible text	Bible Story book e.g.
A paralysed man	Luke 5 v.17-26	Big Bible Storybk p.148 /Lion First Bible c.41
Wedding at Cana	John 2 v.1-11	Big Bible Storybk p.137
Jesus helps a soldier	Matt. 8 v.5-13	Big Bible Storybk p.150-1/Lion First Bible c.42
The storm at sea	Matt 8 v.23-27	Big Bible Storybk p.163 / Lion First Bible c.39
Feeding the 5000	John 6 v.1-15	Big Bible Storybk p.165 / Lion First Bible c.45
Ten men with leprosy	Luke 17 v.11-19	Big Bible Storybk p.192
Jairus' daughter	Mark 5 v.21-43	Big Bible Storybk p.164 /Lion First Bible c.43
Bartimaeus	Luke 18 v.35-43	Big Bible Storybk p.196 /Lion First Bible c.52

When most children have completed their models, move onto a simple re-enactment of part of a church service returning to finish this work later.

How do Christians today learn more about trusting and following Jesus? (15 mins)

Look in Tom and Tessa's bag. You might find some pictures of Christians in church and a photo of a vicar. But you should also find a note from Tom and Tessa to read together:

**On Sunday mornings, if you follow our footsteps, you will arrive at a church!
Do you know what Christians do in church?**

At our church lots of Christians meet to praise and worship God. When we get

those rejected by others.

Later you could create an outdoor STORY TRAIL for one of the stories. See EXPRESS.

Children's work can be displayed later, maybe in a local church. Labels should include 'trust' or 'follow' in the wording.

If in a church allow time to explore, looking for evidence of JESUS. If not, you may want some starter pictures of people at church.

Christ comes from a Greek word meaning 'anointed' one i.e. king. In Hebrew

to church, the vicar welcomes us. We sing songs (hymns) which say we trust in Jesus; we believe he is God's Son. We tell stories about Jesus like the ones you have learnt.

We stand up and say the CREED all together. It's like a giant promise, that we believe and trust in Jesus.

We also say prayers asking God to help us follow Jesus more closely every day in what we do and say. We are called **Christians**, followers of Jesus **Christ**.

Let's imagine being with Tom and Tessa at church. Ask for volunteers to be Tom and Tessa. Sit them in the middle of the class as if in the congregation of a church.

Ask for a volunteer 'vicar'. Make them a paper 'dog-collar', if wished.

First the vicar might say 'Welcome' and invite the congregation to join in a song maybe one like 'Jesus never never never.' *Play song and join in actions if wished.*

Next the vicar might read a Jesus story from the Bible. Then there may be a talk or sermon about why people followed Jesus when he was alive on earth.

Share 2 or 3 models of stories children have read today and read what they have written. Look at any completed 'footsteps'.

Then the vicar might ask everyone to stand and say the creed – the things Christians believe. Help the 'vicar' read their part. 'Tom and Tessa' can answer; others can help if they wish.

Vicar: *Do you believe and trust in God the Father, who made the world?*

Congregation: *I believe and trust in him.*

Vicar: *Do you believe and trust in his Son Jesus Christ, who took our human nature, died for us and rose again?*

Congregation: *I believe and trust in him.*

Vicar: *Do you believe and trust in his Holy Spirit, who gives life to the people of God?*

Congregation: *I believe and trust in him.*

Vicar: *This is the faith of the Church.*



the word is 'messiah'. Christians believe Jesus was the special king promised by God and written about by the prophets of early Israel.

You might show children how the spelling of Christ and Christian is linked.

Elevation Kids website has more possible songs e.g. I Will Always Follow Jesus (Price); Step Out (Barratt); Step Out With Jesus (Morgan-Gurr); Alphabet Song (Field); God's Perfect Plan (Mudie / Crouch)

This is a simplified creed often used in church 'family' services or at Church of England Christening services.

'Faith' here means 'what people believe', here it is what Christians believe about God.

Congregation: *This is our faith. We believe and trust in one God, Father, Son and Holy Spirit.*

What do you think 'I believe and trust in him' means? What is 'faith'?

After the creed, the vicar may lead some prayers and finish with a final song. You could try 'It's an adventure following Jesus' (Alan Price / <https://www.elevationkids.com/song/its-an-adventure>) or another song from the [Elevation Kids](https://www.elevationkids.com) website.

As the 'pretend' service finishes, children return to their models /writing and add 'footsteps' round the base of the Trust Tree.

EXPLORE (3)

how Christians trust and follow Jesus in their daily lives

Rc I can recognise that the words God, Jesus and Bible are important for a Christian

1b I can talk about following Jesus to a Christian using the right words e.g. God, trust

Teacher's note: *Christians follow Jesus by copying the way he lived and related to other people; they try to think what Jesus would do. They also read in their Bibles what he said and try to obey what he said. They recognize that as God's Son he is the most important person to imitate and the most important person to listen to.*

How good are you at copying / following instructions? Do you need to see someone to be able to copy them?



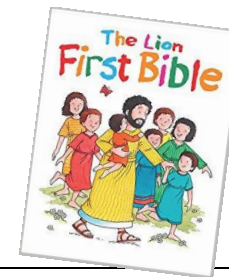
Tom and Tessa love playing 'Mirrors'. In pairs, play a game of 'Mirrors'. One child takes the lead by adopting a particular posture and the partner copies. Repeat several times and then swap over.

Now try giving the whole class instructions by holding up signs (white board) with words or picture symbols showing what to do e.g. touch your toes / sit down / finger on nose / shake hands.

Choose one of the pairs. Send one of the pair just outside the room, so they are invisible to the class. Position the other child so they can see their partner **and** the class. Ask the class how they can copy the action the child outside does or holds up even though they are 'invisible' i.e. the partner can show them.

Do Christians copy or follow someone they can't see?

Tom and Tessa have brought you something today. Look in their bag and bring out a copy of a story Bible, possibly an adult Bible too.



Children need to begin to grasp that Christians 'follow' Jesus even if he is not on earth. How can Christians say they follow someone who is invisible? They read about Jesus, they talk to him in their prayers, they think what Jesus would do and try to live by his teaching.

Chris Tomlin – I will follow (watch/ listen to song on You-tube) Try counting the number of times you hear either 'trust' or 'follow'. Who is the singer singing to? What does he say Jesus will give him? What does he promise to do as part of following Jesus?

3b I can describe some things that Christians do in following Jesus today after hearing answers from interviews

Mum says that although we can't see Jesus on the earth today, we can learn to copy him and follow him by finding out more about him and reading the words in the Bible. It is like our instruction book. All Christians try to listen to the words of the Bible to help them follow Jesus. Or they look at people who have been good and brave Christians and try to be like them. It's a bit like our copying games.

Who do we know who follows Jesus today? Why do people today in our village/town / country trust and follow Jesus?

Teacher's note: As far as possible children should have the chance to show their work to some local Christians and ask them some questions about why they trust Jesus and follow him.

Bringing in a visitor

You could invite a local vicar or other Christian minister, a church-going parent or staff member, or your Open the Book team to join you. Children could write the invitation.

Prepare the class:

We are going to meet some Christians who are followers of Jesus today.

We are going to show them our work. What will we tell them we have found out about 'trusting and following Jesus'?

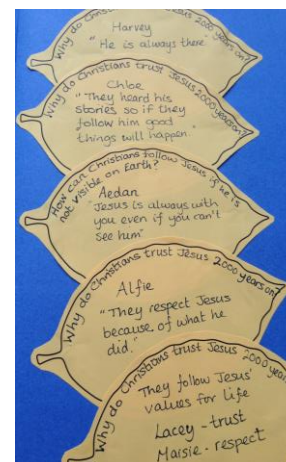
We are going to ask them questions. How many questions could we ask them about following Jesus using these words: **trust / follow / believe / copy / show / Jesus / God / disciple**? What other questions would we ask?

We will ask about their favourite Jesus story and tell them ours. We might act for them!

We will ask them to fill in a leaf for our Trust tree and say why they trust Jesus.

We will show them the footsteps and ask them to fill in a footstep about how they follow Jesus.

We will say a big thank you!



If a visitor is not possible, ask about sending some leaves or footprints to a local church e.g. with vicar or your Open the Book Team. You could send them a photo of the Trust Tree too! Ask for them to be filled in and returned so they can be looked at in the lesson and then pinned onto the tree.

APPENDIX 1 – Leaves to be enlarged for the Trust Tree if wished although simple bits of green paper work fine! You could add the sample answers from local Christians onto the leaves. See next page.

If a visitor is not possible read a book about a Christian family or children (see [Resources](#)) and create some leaves / footprints from the following statements from local Christians. If wished, these could be delivered to the class via Tom and Tessa's bag.

Read what the leaves say and discuss what these Christians say about why they trust and follow Jesus today.

Do the leaves help answer some of your questions? Where else can you get answers?

Pin the leaves onto your Trust Tree.



Sample answers from local Christians:


1. I believe Jesus is my invisible friend. I trust him to help me.
2. I follow Jesus by trying to copy how he helped people.
3. Jesus stood up for people and helped them change. I try to follow his example every day.
4. I trust Jesus. He promised to be with us always.
5. I believe in Jesus and follow him. He is our saviour and God's Son.
6. I believe Jesus loves everyone and I try to follow him and be like him.
7. I trust Jesus to help me when I'm afraid.
8. When I read in the Bible about all the things Jesus did to help people, it makes me want to follow him more.
9. I trust Jesus to guide me to make right choices.
10. I trust Jesus because he shows me a good example in the Bible. He helps me follow God's way, and he forgives me when I go wrong.

EVALUATE your RE

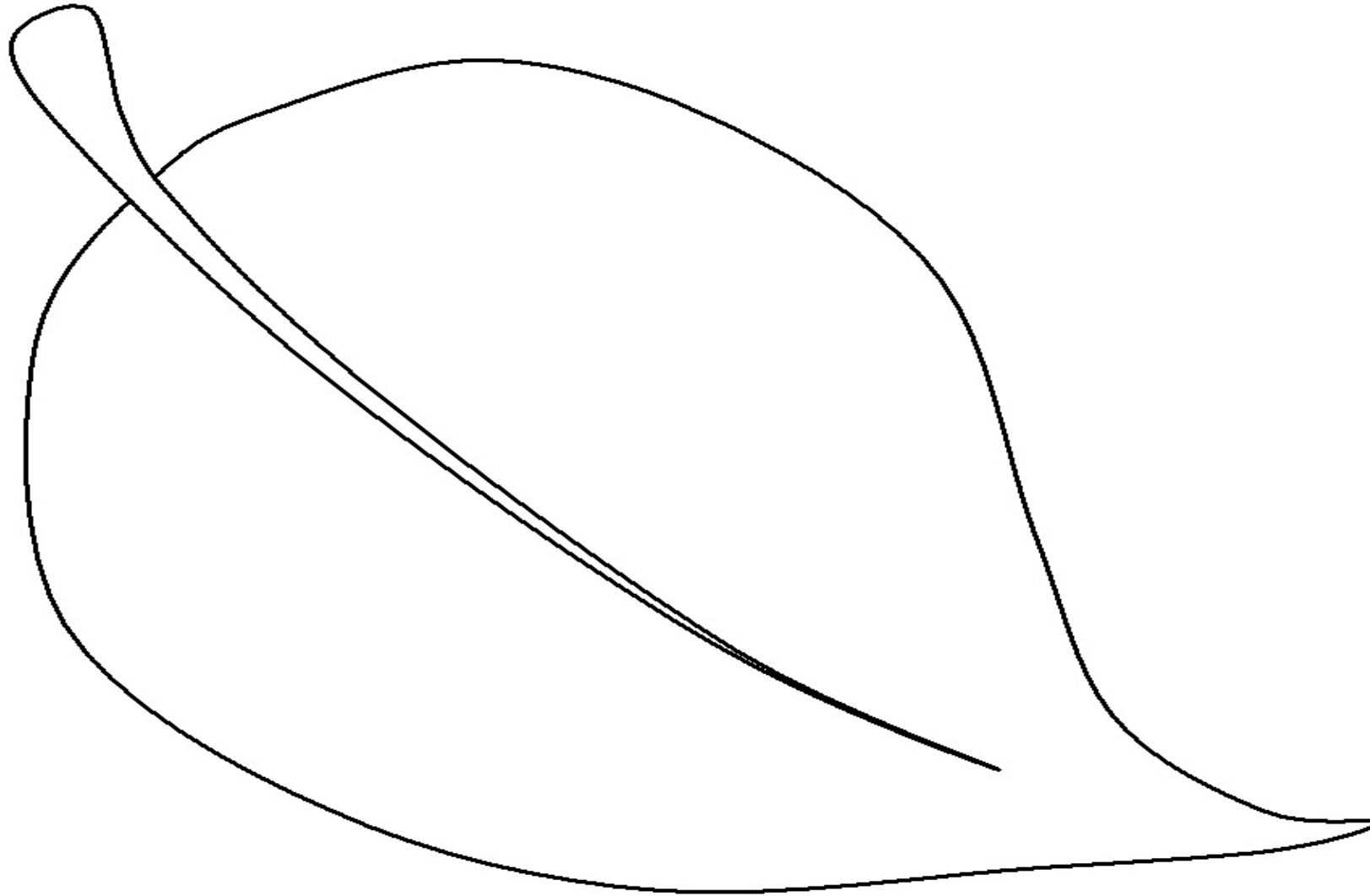
Teacher's note: Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:

What have we learnt? How well have we learnt?

See 'Assessing RE in your school' p. 17-18 for deci-

<p>learning about why Christians trust and follow Jesus</p>	<ul style="list-style-type: none"> • Try a mind map – together as a class or in groups. • Encourage children to record/ share what they have learnt as individuals. • Use the Quick Quiz on p. 17. • Use the class RE scrapbook to discuss your learning journey together. • Consider how to answer any remaining questions. <p>Can we answer the big question at the start of the unit? How well?</p> <ul style="list-style-type: none"> • Use discussion to construct an answer together. • Encourage children to self-assess and justify their decisions. • Use the SOLO taxonomy hexagons in groups or individually. <p>Are we making progress in RE as a subject? How much?</p> <ul style="list-style-type: none"> • If working towards <u>end of year expectations</u>, check tasks were set and completed, using the grid on p.18 OR an Assessment framework from your RE subject leader. • Use any opportunity to link learning <u>between</u> units of work and <u>across</u> subjects. 	<p><i>sions about how and what to assess.</i></p> <p><i>Please remember that different schools have different requirements. Check with your RE Subject Leader.</i></p> <p><i>Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for how to use.</i></p>
<p>EXPRESS your RE learning so it can be shared with others</p>	<p>Teacher's note: You will have done a variety of work during the unit which may already have been shared with others. In the 'expressing' encourage use of key words from the unit.</p> <p>Here are some more ways you might share your learning with others:</p> <ul style="list-style-type: none"> • <u>Make a big outdoor story trail to retell one of the stories.</u> Children work in small groups to create their 'stop' on the trail with pictures, text and clues for the next stop. The penultimate stopping place asks 'players' who or what they trust, invites them to write their idea on a leaf and carry it to the final TRUST tree stop where it is added to the children's own ideas which are already there. The trail could end at the classroom TRUST tree or one outside or even at a local church, ending in a celebration! The players could be other children or parents (share afternoon). Children could be signposts to guide others. • <u>Display art / craft or drama work</u> on the stories and put on show for others to see. Use labels to share with the audience the children's learning about trusting and following Jesus in the Christian faith. • <u>Write thank you letters to a visitor</u> about what they have learnt about why Christians trust and follow Jesus • <u>Offer a Trust Tree Tour</u> to a governor, headteacher or local clergy. Talk about the learning and invite them to say something about Trust themselves. 	<p><i>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.</i></p> <p><i>This TRUST tree was from Stonham Aspal CEVAP School.</i></p> 

APPENDIX 1: 'Trust' leaf



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.

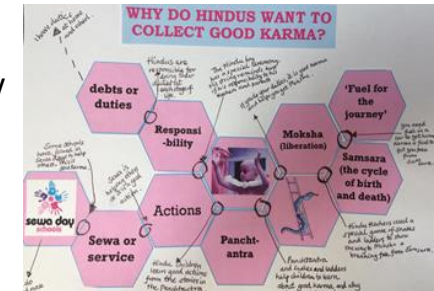
Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

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.*



Beginning: Discusses concept in own life	Q1 Who do you trust? Why do you trust them?
Developing: Draws on the lesson material	Q2 What sort of things made people follow Jesus in Bible times?
Expected: Applies concept / answers key question	Q3 Why do Christians trust Jesus and follow him?
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 How do you know you can trust someone?

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
R	Ra I can remember something that happens in a story about Jesus	Rb I can recognise that a Christian reads the Bible because of their religion	Rc I can recognise that the words God, Jesus and Bible are important for a Christian	Rd I can talk about when my teacher or my family trust me to do something	Re I can talk about something interesting in the story of Zacchaeus	Rf I can talk about how to choose a good friend
Y1	1a I can remember a story about Jesus and know who it is special to	1b I can talk about following Jesus to a Christian using the right words <i>e.g. God, trust</i>	1c I can suggest why pictures and stories of Jesus are important to Christians	1d I can talk about times when I need to trust someone in my family, my class or my religion	1e I can ask why a story is told, including the story of Zacchaeus, and what I learn from it	1f I can talk about how I know who to trust at school and why
Y2	2a I can tell one of the stories about Jesus and say why it might be important to a Christian	2b I can talk about how Christians learn more about following Jesus as part of their worship at church	2c I can say what some pictures, videos, storybooks or songs say about following Jesus or about who Christians say he is	2d I can respectfully about how my friends, and people in different groups, including people in a faith group, know they can trust someone	2e I can talk about possible meanings in stories, including stories of Jesus, and about any questions they raise	2f I can talk about what is important to others, including Christians, when they first trust someone, and ask respectfully why
Y3	3a I can describe what Christians might learn from a Bible story about why they should trust and follow Jesus	3b I can describe some things that Christians do in following Jesus today after hearing answers from interviews	3c I can describe how some Christians show their beliefs about Jesus in a creed or song, using religious words correctly	3d I can recognise what or who influences my choices of a good leader or who I choose to follow <i>e.g. family, friends, faith</i>	3e I can ask good questions about who I trust / follow in my life, and communicate some of my ideas for answers	3f I can link things that are important to me when I choose who to follow, with the way I think or behave

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 by using cartoon characters, persona dolls or photos of children 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 is on your class register!

Sometimes scenarios are created around Tom and Tessa's lives to start a discussion. Sometimes they help by bringing in a bag containing a note, a Christian artefact or book! For this unit, the bag should contain at least:

- A Christian children's story Bible
- Some pictures of Jesus e.g. from the individual stories being told



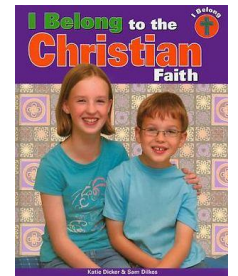
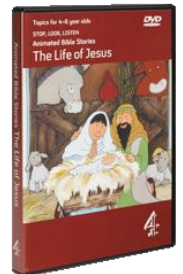
Some recommended story resources:

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Jesus Storybook Bible by Sally Lloyd Jones
- The Lion Storyteller Bible by Bob Hartman (Lion Hudson)
- Stop Look Listen: Animated Bible Stories: Jesus the Miracle-worker / Healer (DVD or found on internet)
- A Book of Reflective Stories and A Book of Reflective Stories 2 (book + CD of scripts, actions, patterns) *Both books from The Discovery Centre, Bury St Edmunds / dcoffice@stedscathedral.org*


Information books for / from school library about Christian families e.g.

- My Christian Faith – Anne Clark (Evans) *originally a big book*
- My Christian Life – Alison Seaman (Hodder Wayland)
- I belong to the Christian Faith – Katie Dicker (Wayland)

Visual Resources - A useful central source of illustrations and powerpoints is found at www.freebibleimages.org . Look in 'The Gospels' section or directly at specific contributors e.g. Rev



Henry Martin / Sue Bentley / Andrea Rau / YO Ministry. There are also photographs of actors to tell the stories. Two really useful features are: **Storyview** and **Storyplanner**. Below are some examples to match the stories suggested in **EXPLORE 2**:

Story	Examples of powerpoints / artwork on www.freebibleimages.org	 <p>Sample Image by Andrea Rau</p> <p>Four friends look down through the roof as Jesus forgives and heals their paralysed friend.</p>
A paralysed man	<i>Jesus heals a paralysed man – Andrea Rau</i>	
Wedding at Cana	<i>Jesus at a wedding in Cana – Sue Bentley</i>	
Jesus helps a soldier	<i>Faith of the Roman Centurion – Rev Henry Martin</i>	
The storm at sea	<i>Jesus commands a storm to stop - Lambsongs</i>	
Feeding the 5000	<i>Jesus feeds 5000 – Rev Henry Martin</i>	
Ten men with leprosy	<i>The Man who said Thank you – Rev Henry Martin</i>	
Jairus' daughter	<i>Jesus heals a woman and a girl – Sue Bentley</i>	
Bartimaeus	<i>Jedus heals Blind Bartimaeus – Andrea Rau</i>	

Songs and Music from the Christian community – Suggestions are made in the different sections of the unit. **Elevation Kids** is used as the central source (<https://www.elevationkids.com/>) but school assembly collections e.g. from '**Out of the Ark**' are also a useful source.



Open the Book' teams from a local church act out simple stories from The Lion Storyteller Bible in Collective Worship, usually involving the children. A good team 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 be ready-made visitors in your RE lessons. (<http://www.openthebook.net/home>).

Creating a Story-trail – Use outdoor / indoor buttons, clips or talking pegs for recording stages of a story - <https://www.tts-group.co.uk/early-years/communication-language-literacy/developing-communication-skills/>



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 and also to Lyndsey Allsopp and Kathy Lambert for their original ideas.