

Unpacking Christianity in EYFS

**How can we
help others
when they
need it?**



**The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Reception**



THE CHURCH
OF ENGLAND
Diocese of St Edmundsbury
and Ipswich

Before you start:

Religious Education is statutory for all pupils in state-funded schools, including children in Reception, and in addition to the Early Years Curriculum. 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.



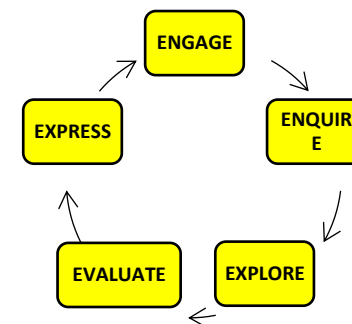
This unit, one of six for Reception, focuses on the Christian concept of 'salvation'. It is important to read the guide to the concept and ensure that teaching and learning reflect this focus. Each unit contains an encounter with another faith.

It links with common themes in RE syllabuses and complements Early Years work, especially in Communication and Language / Personal, Social and Emotional Development / Understanding the World

It is designed as the RE work for a half-term. Most syllabuses recommend about 30 mins RE a week in EYFS, but teachers should organize this as best suits their setting e.g. blocking the units.

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.



A resource list is provided as are ideas for continuous and enhanced provision.

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, especially in Reception.

Further guidance, more units and support materials are found on the Emmanuel Project Flash Drive (introduction to the Emmanuel Project, overview of the EYFS units, quick quizzes, pictures of Tom and Tessa, scrapbooking ideas).

Background for this unit

This unit is the first of two underpinned by the idea of 'salvation' as expressed in the Christian faith. Salvation means 'being rescued' or 'offering help'.

'How can we help others when they need it?' lays foundations for understanding the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him. Jesus' name actually means 'saviour' or 'rescuer', someone who helps others in real need. Jesus paid the ultimate price by dying for others and, even for humans, helping can be costly and requires collaboration. The unit also offers pointers to what another faith teaches.

Teacher-directed sessions provide shared classroom experiences to draw on when children then explore religious material which may be totally new to them.

In this unit the shared experiences help make useful comparisons when we are trying to understand what Christians believe about Jesus being their saviour and asking them to help others.

It's a bit like:

- *when you notice someone needs help and you go and help*
- *when you need help and someone offers you a hand*
- *when you give something up to help someone else; it's costly*
- *being able to ask for help, like you ask a friend*
- *knowing that everyone needs help sometimes*
- *being concerned about someone enough to help*

Continuous / enhanced provision suggestions encourage children to experiment with key vocabulary and choose activities which explore religious traditions and foundational beliefs and ideas.



The unit draws on Christian material related to 3 areas:

Biblical Narrative i.e. things the Christian Bible says e.g.

- The two great commandments: Love God and love your neighbour as you love yourself Luke 10 v. 27 – offering a reason for helping
- The Good Samaritan (Jesus' parable) Luke 10 v.25-37 – offering a selfless example of helping others
- Don't worry about anything, but in all your prayers, ask God for what you need, always asking him with a thankful heart (Philippians 4 v.6)

Church Community i.e. what happens in churches e.g.

- Asking God for help in their prayers - for themselves, family and friends, and for all in need around the world
- Confessing shortcomings (sins) and asking for forgiveness
- Praying symbolised in physical ways e.g. through prayer beads, or by lighting a candle in a special place like a cathedral

Christian Living i.e. how Christians live their lives e.g.

- Helping each other and doing things together as church members, working together like a 'body' of people
- Following a spiritual discipline during Lent such as sacrificing time, money and doing acts of kindness / charity.
- Being involved in a national Lent project like Love Life Live Lent, supported by Archbishop John Sentamu

The diagram overleaf summarises some Christian beliefs about 'salvation' and lists key vocabulary to use with children.



Key Vocabulary

- God
- Jesus
- help
- rescue / save
- pray / prayer
- cathedral
- Lent
- parable
- hero
- need





How can we help others when they need it?

ENGAGE
with the idea of
being a hero,
and being able
to help people in
need

End of year expectations

The 'I can's' below
are for assessment.
R and Y 1 examples
are given to help
mixed classes.

Please consult your
RE leader about
assessing RE and
check advice at the
end of the unit.

*Rd I can talk about
things that happened*

Teacher's note: Heroes are often those who 'save' or 'rescue' others; they are super-helpers! Use the words 'save', 'rescue' and 'help' alongside each other as much as possible in this unit. 'Salvation' is a key word in Christian faith and the name 'Jesus' means 'saviour' or 'one who saves.' Exposure to similar words will help children make sense of the term 'saviour' when they meet it.

Can you help me?

When children enter the room, show them a variety of superhero-related clothing which has been left on the floor (e.g. mask, cloak and a belt with initial on). Sit them around the clothes and ask who they think left these here?

Allow the children to think and explore this idea, collecting all their suggestions.

Maybe a superhero has actually been here! Ask children to think of the characteristics of a superhero, both physically and personality-wise. Collect all these words on the board.

Who is the hero in this story? What does a hero do?

Read, or hear the story of 'The Snail and the Whale' (Julia Donaldson). Who is the hero? Talk about the small snail being the rescuer, who saves or helps the whale.

Compare the snail to the words they have collected about superheroes.

Do these words also describe the snail? (brave, caring etc).



What do you to help at home, school or elsewhere? Are you a hero too?

Introduce the idea that we are all able to help others. Find out what the children do to help at home, school and in other environments. Who helps them?

Then pick up the superhero costumes and dress someone up. Ask children if anyone can be a

A popular Christian children's song says 'Jesus is my superhero' - both human and divine, he is greater than all the comic characters; he came to save the world. Pupils may enjoy hearing this; it could be introduced as a song Tom and Tessa love. Search for it online.

<p><i>when I needed help, or how I helped someone</i></p> <p>Re I can talk about something interesting in a story where someone needed help</p> <p>1d I can talk about what happened when I helped or rescued someone in my family, my class or my religion</p>	<p>hero. Why do they think that? What would they do to be a hero? Do any of the words we collected describe us?</p> <div data-bbox="510 300 622 491">  </div> <p>Follow-up: Set up a 'hero for a day' challenge. Children volunteer and are given a 'hero' badge or costume. They have to spot people who need help and offer to help them. Take report backs on what they do.</p> <div data-bbox="1335 229 1722 528">  </div> <p>OR, more simply, have 'little helper' badges to wear for the day or award 'thank you for helping' stickers.</p> <div data-bbox="524 587 759 922">  </div> <p>OR Use 'Puddles lends a paw' (see Resources). This features the Rev Freddie Fisher and also Puddles the cat, both of whom are available as soft toys, should you wish to buy them.</p> <div data-bbox="1431 564 1693 935">  </div> <p>If not, you can still use any soft toy cat. Children could practise telling 'helping' stories to the cat, as well as helping him tell his own story of 'helping'.</p>	
<p>ENQUIRE into why and how people ask for help, including asking God</p>	<p>Teacher's note: For Christians, it is an important belief that humans are not perfect; we need rescuing when things go wrong. We also need help (saving) when we deliberately do something that is wrong. Humans can also all offer help; we are made to be part of a community where people have different things to contribute and can help each other in different ways, especially when someone is in trouble. St Paul wrote to his Christian friends: Bear one another's burdens, and so fulfil the law of Christ (Bible: Galatians 6 v.2)</p> <p>Who do you talk to if you need help? What sort of things do you need help with?</p> <p>If possible, read 'The Huge Bag of Worries'. Stop at the point where</p> <div data-bbox="1480 1086 1715 1385">  </div>	<p>ELGs say children need to know how and when to ask for help.</p>

Rf I can talk about someone who is special because they help me when I need help

1b I can use 'pray' and 'prayer' correctly to talk about Christians asking for God's help

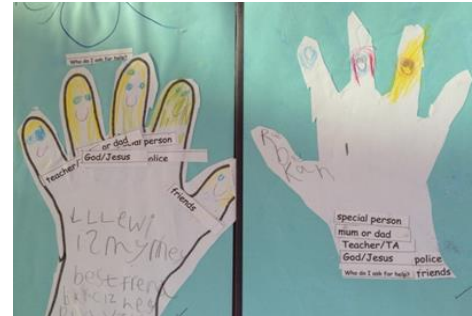
the girl is crying on the wall. Discuss what has happened. What could we do to help? Why is she crying? How can she get rid of the bag? Carry on to the end. How did the worries go away?

Everyone needs help sometimes. What do we need help with? Do we all need the same help? Who do you go to if you need help? Who can you help? What can you help people with?



Follow-up: Draw or photograph themselves offering help. Annotate the pictures. Have individual discussion with children about how and who to ask for help, and about good ways to offer help to others.

OR Think of 5 people they could ask for help. Draw around their hand and put pictures of these people in each finger.



Insert a suitable 'worry' for your own children, not necessarily a train!

Who do Christians ask for help? And how do they ask?

Introduce Tom and Tessa or your own 'Christian characters' (see **Resources**).





Please note that Christian children would be taught to ask family and friends for help as well as asking for God's help.

Hi everyone! Tom and Tessa here! Last week we were worried. We were going on a train for the first time. We were scared and excited all at once. Mummy said, 'Let's say a prayer to God to help you. God loves you; he knows what you need. He does not want you to worry.' She read some words from her Bible:

Don't worry about anything, but in all your prayers ask God for what you need, always asking him with a thankful heart.

We know about praying; it is talking to God. We pray with Mum most nights at bedtime. We asked mum what we should say in our prayer. She asked what help we needed. Then Tom said a prayer: this is what he said: 'Dear God please make us brave and help the train journey to be fun. Amen.'

The train journey went well. At bedtime we looked for a thank you prayer in our

	<p>book of prayers and we said it with Mummy.</p> <p>Show children 'Mummy's Bible' or the words written out on a card. Unpick what the words from the Bible mean with the children.</p> <p>Look for 'help' and 'thank you' prayers in a children's prayer book e.g. Lion First Prayers, Prayers for Me.</p> <p>Hear / learn a praying song e.g. '<u>Kumbayah</u>' (Come by here). Or '<u>Talk to him</u>' (www.essentialchristian.com/roberta-day/songs/talk-to-him.)</p> <p>Tom and Tessa's mum thinks God answers these prayers by encouraging other people to become helpers.</p>  <p>Follow-up: Make up some simple new prayers for Tom and Tessa.</p> <p>OR create prayers for Collective Worship /assembly.</p> <p>OR Try the magnetic prayer idea from this Christian children's organisation: https://flamecreativekids.blogspot.com/2012/04/magnetic-prayers.html</p> 	<p>'Mummy's' Bible should be an adult one from which the words of Philippians 4 v.6 can be read. It is popular on posters (see the internet).</p> <p>'Amen' is a Hebrew word meaning 'I agree'. It is used by Christians, Jews and Muslims to end prayers.</p> <p>For more 'prayer' songs, see <u>Resources</u>.</p>
<p>EXPLORE</p> <p>(1)</p> <p>Jesus' teaching about helping others in the Bible Narrative</p> <p><i>Ra I can remember how the traveller in</i></p>	<p>Teacher's note: Jesus gave two great commandments: Love God / Love your neighbour as you love yourself. The Good Samaritan (Bible - Luke 10: 25-37) is one of the most famous of Jesus' parables and encourages Christians to act as a 'neighbour' when someone is in need. The traveller in the story would have been recognised as rather foolish to travel on this road alone. The 'Samaritan' was an unlikely hero to do the right thing by the man in such great need; 'Samaritans' were mixed race immigrants with whom Jewish people avoided relations.</p> <p>What stories about helping do Tom and Tessa know from the Bible?</p> <p>Before children come in, one member of staff lies on the floor for children to find. Explore what children <u>think</u> might have happened. (Ensure children are not scared and know the staff member is really okay!)</p> <p>Tell children you are going to show them what happened. <u>Silently</u> mime the story; other members of staff could help. You could wear different pieces of material to differentiate between the characters travelling along the road.</p>	<p>Read the story in a Bible for accuracy. Or type reference into the internet, and use www.biblegateway.com</p> <p>Jesus' parable shows that all who need help are our 'neighbours'; we must not walk by.</p>

the Good Samaritan story was saved or rescued

Rc I can recognise the important parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem

1a I can remember Jesus' story of the Good Samaritan and know it is special for Christians

1e I can ask why people tell stories about helping, like Jesus' parable of the Good Samaritan, and what I learn from them

Discuss why the man got into trouble, why people didn't help, what they should have done. Think how the traveller felt when people walked by on the other side. Use emoticon-type pictures to help identify feelings.

Tom and Tessa have brought in a bag of things for you – story Bible, some costumes and some percussion. And, of course, there is a little note!



Hi everyone! Tessa here! Tom and I know this story well. It is a story that Jesus told his friends in the Bible.

Tom likes to play the Samaritan when we act it at church (show a costume). I like making 'clip-clop' sounds for the donkey (show percussion).

Who would you like to play? What sounds could you use?

Find the story in Tom and Tessa's Bible or use an individual story book (see **Resources**). Act the story again, making sound effects.

OR watch a short video and make your own commentary, telling the story as it is shown silently.

Focus on: Who is the hero in this Christian story? What does the story teach about helping? Jesus told the story to someone who needed to understand that anyone 'in need' was someone we should try to help.

What questions do you have about the story? What does it make us ask about helping people e.g. *Who should we help? How do we know if someone needs help? Who needs help in our class – review work done previously? Do we always have to ask for help to get it? Might a hero notice when someone is in need even if they didn't ask?*



Follow-up: Children could story board the main events of the story and add speech and thought bubbles with help. They could also do this by taking photos of the story as they act it. Create a big book of the story to share.



Short cartoon version from BBC Bitesize:
<https://www.bbc.co.uk/bitesize/clips/zcyr87h>

Or use one of the Lego versions on the internet e.g. from 'Brick Testament':
<http://www.thebricktestament.com/the-parables-of-jesus/the-good-samaritan/07.html>

EXPLORE

(2)

the idea of asking God's help in the Church Community

Rb I can recognise some images of a Christian praying and identify this as part of their religion

1c I can suggest how lighting a candle in church is an important symbol for some Christians

Teacher's note: Votive candles are commonly found in Roman Catholic and Orthodox churches where they may be lit and placed on stands or in a sand tray in front of an icon or image of Jesus or the Virgin Mary; they are lit as a symbol of a prayer for a particular person or situation. Although less common in Anglican churches, candles are often found in Cathedrals, and are often also used in reflective acts of worship and at prayer stations.



Why did Tom and Tessa light candles at the cathedral?

Tom and Tessa have brought you something to look at. *Bring out a small container of sand, 4 or 5 tea-lights and a safety lighter. Light all the tea-lights but one as you are talking.*

Tom and Tessa have sent you quite a long letter today:

Hallo everybody! Do you ever need help? We do. We both know how to ask for help at school and we know Mummy and Daddy and Grandad will all help us if we are sad or we can't do something right. But in our family, there is someone else we like to talk to, someone special, when we have a problem. Can you think who it might be? God.

Last week we were in town with Grandad. We had been swimming. Before we went home, Grandad took us into the cathedral. It was so big! At the back we saw lots of flickering candles. 'What are they for?' we asked. Grandad said, 'Sometimes people want to ask God to help them or to help a friend. They light a candle to show they've asked God to help. God is the real helper, not the candle!'

Next to the candles was a poster with some Bible words. Grandad read them for us: 'Don't worry about anything, but in all your prayers ask God for what you need, always asking him with a thankful heart.' They were the same words Mummy read from her Bible when we were worried.



It may be possible to light candles in a local church.

LED powered tea-lights can be bought on line and are safe for a reflective area.

Pictures of a cathedral would be useful. Children are welcome at local Cathedrals but say you're coming.

This candle stand is in Bury St Edmunds Cathedral.

Light a virtual candle:
<http://www.gratefulness.org/candles/candles.cfm?l=en>
g

We both wanted to light candles to ask God to help one of our friends so Grandad bought a candle and helped us stand it up in the big bowl of sand. It was lovely to watch the candle flickering and tell God about our friend.

Grandad taught us a little song we could sing. These are the words.

Light a candle, light a candle.

Say a prayer, say a prayer.

Please God will you help us. Please God will you help us.

Thank you, Lord. Thank you, Lord.

As you finish reading the letter. Look for a moment at the tea-lights already burning and then light the final one. Quietly ask children to think who they would light a candle for. If you like, sing the words of Grandad's song for children to hear.

You might find it helpful to remind them that light shines in the darkness and brings comfort, a bit like a nightlight. Ask if children have night-lights. Do they help?



Follow-up: Create a **Reflective area** with battery-powered tea lights. Provide paper for children to write / draw / say prayers. They can write / draw on paper outlines of hands or even on praying hands which can be stood up.

OR Buy wooden stick people (see **Resources**) for children to colour someone they might want to say a prayer for, place in a tub of sand labelled 'Please help' and light a tea-light for them. You could also put the magnetic prayers tray here if made earlier and books of prayers.

Try this song set to the tune of 'Frere Jacques'.

You could place 'Tom and Tessa' or your own Christian persona doll in the Reflective area.

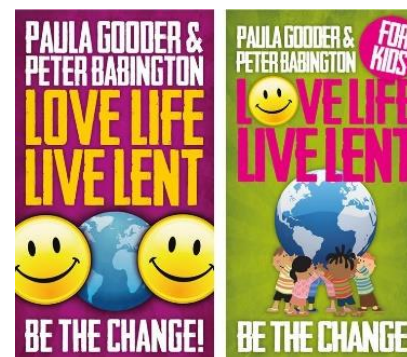
EXPLORE (3)

ways in which
Christians
choose to help
others as part of
Christian living

*1f I can talk about
how helping others is
important to me and
why people might
need help*

Teacher's note: Shrove Tuesday ('Pancake Day') has its origins in Christian church life. It was the day for 'being shriven' (receiving God's forgiveness after confessing your sins to a priest). The next day was Ash Wednesday, the start of 40 days of Lent, a time of spiritual discipline, preparing for Good Friday and Easter. For Christians, Jesus is the 'saviour' who came to earth, loving and helping people, and giving his life to 'save' them – a 'costly' deed.

The Archbishop of York, Dr John Sentamu, launched 'Love Life Live Lent' in the House of Lords: "When we all pull together, and do our bit, anything is possible. The Love Life Live Lent books are an encouragement for us to be the change we want to see in our communities. We may feel our own contribution is small, but even a small drop of water can turn a waterwheel."



'Love Life Live Lent' publications for both adults and children can be found on the internet.

A children's booklet with 40 Lent activities is available online.

Add an activity to your Reflective area: it is called 'sharing with others' and was devised by a child:

<http://flamecreativ ekids.blogspot.co.uk/p/prayer-stations-by-children.html>

The vicar may have used the 'Love Life Live Lent' materials which come out



What special things do Tom and Tessa do to help others in Lent?

Tom and Tessa have brought some things for you to see. *Unpack the ingredients for pancakes and see if the children can guess what they are for. You may need a frying pan too! You also need some smiley face stickers. Read the first note from Tom.*

Hi everyone. Tom here! We had a pancake party with our church friends. We love pancakes. The vicar said: Pancakes were probably invented by Christians! He said that Christians

traditionally used up all the rich and fatty foods in the house and then ate modestly for 40 days before the festival of Easter.

At the Pancake party, the vicar said, 'In 40 more days, it will be Easter and there will be Easter Eggs!' Everyone cheered.

Then he said: 'The next 40 days are called LENT. It is a time to think about putting wrong things right and doing good things instead.' Can you guess what the smiley faces are for?

Cook and eat pancakes! Enjoy them and think about the smiley stickers and what they might be for. Read the second note from Tessa.

Hi everyone! Tessa here! Did you guess? The vicar showed us the smiley face stickers. He said, 'I want you all to do a special Lent project with me. I want you to do one thing to help someone in need each day in Lent. Helping others can be costly but it is what Jesus teaches us.'

He gave us some examples:

- You could help mum wash up but it may mean you have to miss a TV programme.
- You can play with a friend who is upset but you may have to share your special toy.

The smiley faces are for you to make a chart to show how you are getting on.

Look at the stickers. I wonder what good deeds Tom and Tessa will do. Talk about how it is not always easy to help others, like the vicar said; it may be 'costly'. What does this mean?



Follow-up: Create a challenge for the children, awarding smiley faces for things done to help others. Provide opportunities to help in school as well as making suggestions for things which can be done at home.



If you can get a Love Life, Live Lent booklet, share it with the children.



OR design something similar, a hero challenge to do at home.

Encounter with Sikhism: Who helps in the Sikh Diwali story?



Teacher's note: This is a lesson to extend children's knowledge of different faiths and cultures. It is not meant to be part of **Explore (3)** but fits nicely after this point in the unit where comparison with other 'helping' stories works well.

each year, or something similar. Find out about Lent projects on the internet.

	<p>The story and a possible lesson are found near the end of the unit.</p> <p>You could use a picture / cartoon of a Sikh child (or appropriate persona doll) i.e. the equivalent of Tom and Tessa, to introduce the story.</p>	
<p>EVALUATE the children's learning during teacher-led sessions and in relevant aspects of continuous / enhanced provision</p>	<p><i>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:</i></p> <p>What have we learnt? How well have we learnt?</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 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. • Check out the KS1 SOLO taxonomy hexagons and use the key vocabulary on page 4 to create big floor hexagons for this unit to use as a class. <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>See 'Assessing RE in your school' p. 17-18 for decisions about how and what to assess.</i></p> <p><i>Different schools have different requirements. Check with your RE Subject Leader.</i></p> <p><i>Use examples of KS1 Solo Taxonomy hexagons on the Emmanuel Project Flash drive to help create some to use in this unit.</i></p>

EXPRESS

your RE learning
so it can be
shared with
others

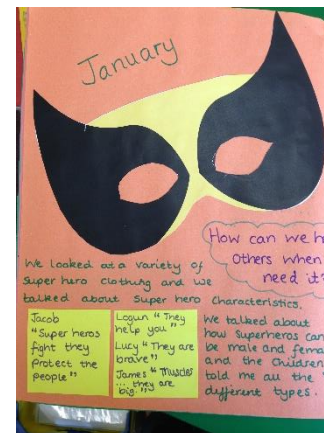
Teacher's note: You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.

Here are some more ways you might share your learning with others:

- **Hold a class assembly** to share some of your learning – invite another class, the head teacher or parents. You could include: a talk about how people need help, what Christians say about helping and what you have done in response to your findings e.g. Little helper badges / being a hero for the day, Lent activities.
- **Share a song or story** that comes from the Christian community and use some of your prayer ideas.
- **Show off your Reflective area** to an adult, e.g. a governor or the local vicar, and invite them to try it out. Talk about how it has helped you or how it may help them.
- **Share the Good Samaritan work** with parents, including some drama and artwork
- **Show off all your superhero work** by displaying it outside your classroom. Photograph it and send it to the local paper!
- **Compose a song** for Tom and Tessa about asking God for help or a class song about helping others, covering some of the following ideas:

needing help, what people need help for, how help is sometimes needed when we have done something wrong or simply can't do something ourselves, asking for help, helping others in need,

how Christians ask for help and try to help others, how they use prayer to talk to God, how they see God as their helper, how Jesus taught about helping people, how helping can be costly



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.

Resources and ideas for continuous / enhanced provision:

Construction / outside area	<ul style="list-style-type: none"> • Superhero control centre/den • Police / ambulance / fire-engine rescues – calling 999 • Chalk for practising writing 'help' in big letters
Book area	<ul style="list-style-type: none"> • People who help us books -fire service, police, ambulance. • Bible story books (Good Samaritan) / other Bible rescues e.g. Lost Sheep, Jesus meets Zacchaeus • The Huge Bag of Worries / The Snail and the Whale / Puddles lends a Paw
Speaking / Listening Opportunities	<ul style="list-style-type: none"> • Hot seating' characters from the stories shared • Using puppets to re-tell the stories or to practise asking for help • Talk partners, during discussion times
Writing / mark-making	<ul style="list-style-type: none"> • Sequencing pictures for Good Samaritan story and using to make a Parables book • Writing thank you letters for people who help you and/ or writing own prayers • Charts for 'helping' challenges
ICT / technology	<ul style="list-style-type: none"> • Making 'helper' or 'hero' badges / photographing children in superhero poses • Making a commentary for Good Samaritan or telling the story on to a recording peg to go by a picture
Sand/ water / malleable	<ul style="list-style-type: none"> • Prayer stones - with whiteboard pens, children draw picture / write 'help me', place stone in Reflective area • Re-telling 'The Snail and the Whale' or 'Good Samaritan' in sand with small world figures
Music / role play	<ul style="list-style-type: none"> • Exploring 'feelings' music (for Good Samaritan): scary (when meets robbers), happy (when someone stops) • Support children to write their own song; using a nursery rhyme tune, based on the Good Samaritan story • Doctor's Surgery – Practise with bandages and slings. Washing knees and fingers etc. • Dressing up clothes for Good Samaritan story
Creative area	<ul style="list-style-type: none"> • Designing superhero costumes / Paintings or collages of child-size 'superheroes' for display • Snail messages: Black paper and PVA glue / Making snails out of any medium e.g. clay, plasticene, papier mache • Drawing round hands to create prayer cards
Maths / Investigative area	<ul style="list-style-type: none"> • Weighing and measuring for pancakes / charts for 40 days of Lent
Cooking	<ul style="list-style-type: none"> • Pancakes
Small world	<ul style="list-style-type: none"> • Characters for acting out any of the Bible stories / picture of stories as stimulus
Reflective area	<ul style="list-style-type: none"> • Cathedral pictures, LED tea lights, magnetic prayers, prayer hands, cushions / drapes (EXPLORE: church)

Other faiths – A Sikh Story about helping others

Teachers' notes: Both Sikhs and Hindus celebrate a festival called Diwali. Sikhs celebrate it as **Bandi Chhor Divas**, Prisoners' Release Day, and tell a story about Har Gobind (see opposite).

- *Background:*
www.youtube.com/watch?v=I2pzLPWB46w.
- *NB Many Sikhs would worry about children acting the Guru.*

Telling the story:

- Find an Indian throw with tassels to seat children round for this story. Or use a brightly coloured sheet and ensure you have a tassel of some sort to show! **You need the sheet in the story.**
- Find a you-tube clip of Diwali celebrations at the Sikh Golden Temple in Amritsar to watch.
Or use pictures of Sikhs celebrating their Diwali with fireworks.
Or simply listen to sounds of fireworks.
- I wonder what is happening... Tell the story of Har Gobind and the 52 princes in an exciting way and at the crucial point, create a narrow gate (you and the TA?). Ask children to lift up the throw / sheet and walk through, everyone holding on tightly.
- How did the princes feel when they were free? **How did the Guru help others when they were in need?**
- Explain that Sikhs still celebrate this story today with lights and fireworks – that is what we saw in the video / photos.

Follow-up: Create firework pictures with blown or flicked paint on black paper.



Har Gobind was a popular Sikh Guru or teacher. He encouraged many people to become Sikhs.

Emperor Jehangir was jealous of Har Gobind. He arrested him and put him in prison in Fort Gwalior.

In Fort Gwalior were 52 princes, who were also hated by Emperor Jehangir. The princes were surprised to see Har Gobind in prison, just like them.

The Guru was a wonderful man; he shared his food with the princes and taught them about God.

Two years later the Emperor gave orders to release Har Gobind. The Guru said he would only leave if the 52 princes could leave too. The Emperor cunningly said, 'I will free all who can hold your cloak as you walk through the fort gate.' He knew the gate was VERY narrow.

Guru Har Gobind was clever; he ordered a new cloak with long tassels. On the day he was freed, all 52 princes held a tassel as the Guru left through the narrow gate. They were all free!

Guru Har Gobind immediately returned home to Amritsar. His pathway was lit with candles as people came out to welcome him home. They were so glad to see their Guru back.



Assessing RE in your school – end of year expectations

As RE is statutory for Reception, **your subject leader should advise you how to assess in line with school policy and any legal requirement e.g. from the locally agreed (or diocesan) syllabus.**

The grid below is based on generic end of year expectations (see Emmanuel Project flash drive), loosely tied to the Suffolk Agreed Syllabus, and adapted to the specifics of this unit. *If you need to use the assessment structure of a different syllabus, you may find similar statements there.*

How to use the grid: SELECT a year group. **CHOOSE 2 strands** to assess – so that you cover each strand twice in a year, making for good evidence. **FIND** the best time to do the assessment by checking the left column of the lessons. **SET an activity** to help pupils show the 'I can' and **RECORD** how they do. You may want to use the simple system of: ***Beginning / Working towards / Expected / Greater depth.***

	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
YR	Ra I can remember how the traveller in the Good Samaritan story was saved or rescued	Rb I can recognise some images of a Christian praying and identify this as part of their religion	Rc I can recognise the important Christian parable of the Good Samaritan e.g. in a painting, drama, stained glass, poem	Rd I can talk about things that happened when I needed help, or how I helped someone	Re I can talk about something interesting in a story where someone needed help	Rf I can talk about someone who is special because they help me when I need help
Y1	1a I can remember Jesus' story of the Good Samaritan and know it is special to Christians	1b I can use 'pray' and 'prayer' correctly to talk about Christians asking for God's help	1c I can suggest how lighting a candle in church is an important symbol for some Christians	1d I can talk about what happened when I helped or rescued someone in my family, my class, or my religion	1e I can ask why people tell stories about helping, like Jesus' parable of the Good Samaritan, and what I learn from them	1f I can talk about how helping others is important to me and why people might need help

Resources for this enquiry:

Tom and Tessa are imaginary Christian characters who enable you to talk about things Christian children learn or do. They are also used in the Key Stage 1 units of the Emmanuel Project and provide a context for pupils' learning which is easier to handle than talking abstractly about religious people.

You can create your own Tom and Tessa by enlarging and using our cartoon characters. However, you could create your own similar characters using persona dolls or suitable photos of children. The names 'Tom' and 'Tessa' are immaterial; feel free to change them.

Sometimes Tom and Tessa help by sharing scenarios from their own lives or by bringing in a bag of Christian artefacts or books! Here are suggestions for this unit:

- Children's story Bible
- CD / downloads of Christian children's songs
- An individual Good Samaritan story book
- A children's prayer book

Some recommended story resources:

- The Big Bible Story book (Scripture Union)
- The Lion First Bible (Lion Hudson)
- The Beginner's Bible (Zondervan)
- My very first Bible stories (Big Book): The Good Samaritan
- The Snail and the Whale – Julia Donaldson
- The Huge Book of Worries – Virginia Ironside
- Puddles Lends a Paw – Gill Vaisey

Books of prayers e.g. from www.lionhudson.com

- The Lion Book of Prayers to Read and Know
- The Lion Book of Prayers for Me
- The Lion Book of First Prayers

Reflective Area resources

- **Good Samaritan Reflect-a-Story** - story book, and figures to re-live the story. From: <https://www.tts-group.co.uk/good-samaritan-wooden-story-pieces/1003554.html>



- LED tea lights and people-shaped craft sticks - sold on the internet
- **Take-home story bag** for The Good Samaritan – collect items for this bag which would be good for the child and parent challenge: <http://flamecreativekids.blogspot.co.uk/2013/07/good-samaritan-story-bag.html>
- **Sensory Good Samaritan** – a sensory version of the story with things for children to be actively involved with, including massage cream! <http://www.twinkl.co.uk/resource/t-s-121-the-good-samaritan-sensory-story>



Love Life Live Lent – buy from Amazon or other outlets on internet

Resources for churches and schools. The 'Family Book' may be useful if you are a church school where parents may help you run a project jointly between school / families and church.

Some Christian songs:

- **It's good to pray** – sample can be heard at <http://www.kevinmayhew.com/30-catchy-new-assembly-songs.html#.VI7ep6QYRD4>
- **Sing the Day Through** – a big collection of assembly and other songs including some on prayer / Lent <http://www.kevinmayhew.com/>



All the initial ideas for this unit were worked on by Linda Curran-Spain (Trinity CEVAP, Stowmarket), Sarah Godbold (Barnham CEVC) and Katy Hammond (Acton CEVC) at the Emmanuel Project days and revised by Helen Matter (Diocesan Schools' Adviser 2019) with some help from Kate Hayward-Brackenbury. Thank you all for your hard work!