

Spring 2 Year Group: Four	Teacher: Lee Singleton	Religion/belief: Christianity	Key Question: How should we live our lives?
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Focus Question: What are we prepared to sacrifice/never sacrifice?

Links with: Spiritual Moral Social Cultural	Possible Cross-curricular links: English – calligrams, poetry Dance – in response to sacrifice and giving up something	Shared human experience: pupils will consider questions about commitment, change and explore people's experiences of life as it connects to what we believe and value. Living religious traditions: pupils will consider the impact of religion as individuals, in family and in community, in the religions studied. Beliefs and values: pupils will explore and reflect on beliefs and values expressed in the ways individuals live the faith and follow their beliefs. The search for personal meaning: pupils will make links between their own lives and what they believe to be of value.
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Attainment Target 1: Learning about religion and belief · describe and consider the variety of practices and ways of living the faith in up to two religions and understand where these practices come from, and are closely connected with, beliefs and teachings. · consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them. · use specialist vocabulary in communicating their knowledge and understanding of living the faith. · use different sources to find information about living the faith and discuss its meaning.	Attainment Target 2: Learning from religion and belief · reflect on what it means to belong to a faith community, communicating their own and others' responses. · respond to the challenges of commitment both in their own lives and within religious traditions. · recognize ways in which commitment to a religion is shown in a variety of ways. · make links between their attitudes to their own lives and values and the lives and values of local religious communities.
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	Key questions	Learning objectives/intentions	Possible activities	Possible resources
SHE	Can I identify ways in which people around me give themselves every day?	To become aware of the idea of people giving of themselves To begin to develop an understanding of giving as a sacrifice of something valuable. To identify what people are giving and recognise that it is a challenge to do so.	What special meals do we celebrate at school and without families? What makes our special meals so special? Why do we have special meals? What occasions do we celebrate with a meal? Why? How would our class/school celebrate a special occasion? Would there be food? What is our favourite celebration food? Why? What do famous people give to other people? Why do people give? How do people who give feel? What sort of sacrifices do other people make?	

			Choose a variety of people found in home, school, community, media or in a story. Consider what they give to other people. Focus on talents, time, caring/love. How do people who are giving/receiving feel? Is it easy or difficult? How do we know? Make a visual representation linking the examples chosen, the sacrifice involved and the recipient of their sacrifice.	
LRT	Can I explain how Christians learn about sacrifice from the Easter story?	<p>To become familiar with Christian example of sacrifice as exemplified in the life story or stance of a modern Christian or a saint.</p> <p>To explain how the Christian chosen exemplified the idea of sacrifice.</p>	<p>Taking the Eucharist – celebrated differently in different denominations.</p> <p>The story of the Last Supper</p> <p>Symbols and objects of the Eucharist</p> <p>The Eucharist service in different denominations.</p> <p>Events of Easter Week</p> <p>Research the life of a Christian who has made sacrifices e.g. Martin L. King, Gladys Aylward, Mandela, Mother Teresa, using books, video, CD Rom, visitor. Present their findings to a group or the class, orally or in writing. What did the person do that was difficult or unusual in the circumstances? What helped them to maintain that commitment? What words/phrases describe their action or qualities? Consider how they might behave in similar situations. Illustrate these using word art or design a calligram.</p>	
B and V	Can I reflect on the significance of the Eucharist to Christians?	<p>To begin to understand the Christian belief in sacrificial love as exemplified in the life and teachings of Jesus.</p> <p>To explain why Christians believe it is important to reach out</p>	Use New Testament writings or a video e.g. The Miracle Maker, to examine Jesus' response to Judas at the Last Supper, to the soldiers during His arrest, on the cross and the response of John 15:13. In each case identify the sacrifice being made and suggest reasons why Jesus might have acted as he did and the impact on those around him.	

		<p>and show love to all.</p>	<p>Or, role-play the scenarios above. Freeze frame action at the crucial moment-use comic life to add thought bubbles and speech bubbles. Suggest a response that would be opposite to that of Jesus. Discuss the effect the new response would have on the idea of sacrificial love. Would the outcome be more positive or negative? Communion should be shared to remember the sacrifice Jesus made for everyone. Celebrating the Eucharist helps Christians remember the sacrifice Jesus made as well as celebrate their faith. Jesus made the ultimate sacrifice by dying so that his followers can be with him in Heaven.</p>	
<p>SPM</p>	<p>How did the person I make a sacrifice for feel?</p>	<p>To consider their ideas about the value of sacrificial love.</p> <p>To identify what is of value in their lives and relate this to how it might influence their behaviour.</p>	<p>Reflect on the examples of sacrifice covered so far. Do I believe that the Eucharist is special? Why? Would I eat specific food at my meal? What kind of food? Why? Who would I invite to my special meal? Why? Plan a meal for someone special in the school. Who is important enough to me to share a special meal with? Why? What meal would I prepare for a special person? Why? Is sharing a meal with family or friends important to me? What food would I bring to a class celebration? Why? What have I sacrificed and how did it make me feel? What would I be willing to sacrifice/not sacrifice? Who has made sacrifices for me? How did I feel?</p>	

			<p>Plan and prepare a special meal for someone e.g. the middays or the kitchen staff as an act of kindness.</p> <p>Identify an example of a possession or activity that is precious to them. In what circumstance might they give it up? For whom? Why? Respond using a visual representation, dramatic or dance interpretation or using a writing frame or form of poetry.</p>	
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