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| **Name of Unit:**  **Salvation - How did Jesus rescue people?** | **Faith:**  **Christianity** |
| **Key Stage in which this unit should be taught: EYFS** | |
| **Previous Learning:**  This unit follows Incarnation ‘Why do Christians believe Jesus is special?’ and links with Salvation ‘Easter Story’ | |
| **Areas of Learning and Development:**  Understanding why Christians believe Jesus is a ‘saviour’ who rescues people  Learning to retell simple Bible stories  Exploring core emotions and needs (PSED: Managing Feelings)  Learning about people who help us (UTW: People and Communities) | |
| **What this unit teaches:**  This unit explores six Bible stories which demonstrate the Christian belief that Jesus came to save (or ‘rescue’) people and give them life in all its fullness. | |
| **Key RE Vocabulary:**  Disciples  Healing  Centurion  Leper  Tax Collector  Save/ saviour  Miracle | **Cross-Curricular Links:**  Lessons are planned to be cross-curricular across all Areas of Learning. |
| **Spiritual, Moral, Social and Cultural Development:**  Reflecting on and exploring emotions and what we need to help us.  Thinking about people who are: sick, blind, hungry, sad, alone and afraid and what we can do to help.  Links with projects locally and around the world which support people who are hungry.  Thinking about people who help us eg doctors, firefighters, lifeboats | **Sensitivities:**  Children from other faiths  Allergies when handling food  Children who have experienced grief, illness, disability or visual impairment.  ALL safeguarding issues must be reported to the school’s Designated Safeguarding Lead. |
| **Possible Further Thinking and Extension Activities:**  Further thinking questions for discussion:  Do Christians believe that Jesus still rescues people today? How?  Why do Christians pray to Jesus to help them? Does Jesus answer people’s prayers? | |
| **Future Learning:**  *(Possibly)* Salvation: Easter Story, ‘Who Cares for this special world?’ | |

**Lesson 1: How did Jesus rescue people who were afraid?**

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| Learning Objectives | Suggested Teaching Activities | **Points to Note** |
| * To think about what it’s like to be afraid | **Introduction:**  Have you ever been afraid? Or lost? Have you ever been rescued? Who rescued you?  Today we are going to learn about a time when Jesus’ friends were scared and needed someone to rescue them.  **Read or watch** the story of Jesus calming the storm when his disciples were out on a lake.  Show a video clip of a thunderstorm.  Have you ever been in a storm? How did it feel? How do you think Jesus’ friends were feeling?  What else are you afraid of?  What/ who do you want when you are afraid?  What did Jesus’ friends want when they were afraid of the storm?  **Activities:**  ✞ Make boats to put in the water tray and fill them with eg lego figures, soft toys etc. What happens when the water is stirred up? How do you think the toys are feeling? How would you feel?  ✞ Use large blocks to recreate a boat and act out the story, with ribbons/ parachute/ fabric used to create waves. Have someone coming along to ‘rescue’ (could be the adult who is scaffolding the activity). How does it feel to be in the storm? How does it feel to be rescued?  ✞ Make/ draw lifeboats and talk about how they rescue people today.  ✞ Draw storm pictures on black paper, using chalk. How does it feel to be in a storm? What would you like to happen next? Record on speech bubbles.  ✞ Recreate a rough sea using a water bottle filled half with water, half with oil and added blue food colouring. Explore what happens to a toy boat or figure inside the bottle when you shake it and when you let it rest. Talk about how Jesus’ friends would have felt during the storm and when it was calm again.  ✞ Share ideas of things we might be afraid of and blow them into bubbles, then watch them pop. Talk about how Christians pray when they are afraid for God to take their fears away.  **Plenary:**  How does it feel to be rescued? Who rescues us? (talk about different people who help us eg. police, firefighters, ambulance etc)  Read: ‘Emergency’ Margaret Mayo or similar book to talk about rescuers.  In the Bible story, Jesus saw how frightened his friends were so he came and rescued them. Christians believe that God doesn’t want us to be afraid and sent Jesus to earth to rescue everyone. They call him a ‘rescuer’ or ‘saviour’. | **Resources:**  **John 6:16-21**  Simple Bible eg ‘The Beginner’s Bible’ for retelling the story.  Toy boats and characters, water tray, large blocks, fabric, lifeboat images, black paper, chalk, speech bubble, empty water bottles, water, oil, blue colouring, tiny boat/ figure (eg lego)  ‘Emergency’ Margaret Mayo for discussing people who help us |
| * To retell a Bible story |
| * To learn that Christians believe Jesus can rescue people when they are afraid |
| **Sensitivities:**  Be aware of children’s fears and anxieties and discuss ways of getting help if they are afraid. If children disclose anything of a child protection nature, this must be reported to the school’s Designated Safeguarding Lead.  If acting out the story, be aware of asking children of different faiths to ‘play’ Jesus as this may be offensive.  **RE Vocabulary:**  **Disciples** – Jesus’ special friends who followed him  **Saviour** – a person who saves others from danger (Christians believe Jesus **saves** people from the consequences of their ‘sins’ and brings them life in all its fullness). |

**Lesson 2: How did Jesus rescue people who were lonely?**

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| Learning Objectives | Suggested Teaching Activities | **Points to Note** |
| * To think about what it’s like to be afraid | **Introduction:**  **Display** images of different groups of people, starting with groups of friends who are playing, chatting etc together. Then, show an image of someone who is alone. How do you think they are feeling? Have you ever felt like this? What is it like when you don’t have friends to play with? Who would you like to come and rescue you when you are feeling lonely?  **Read or watch** the Bible story of Zacchaeus. Zacchaeus was a lonely man who didn’t have any friends, because he was a tax collector and was mean to people. But when Jesus came to his town, he asked to come to Zacchaeus’ house! How special do you think that was for Zacchaeus?  Who would you like to have come to your house?  **Activities:**  ✞ Jesus knew Zacchaeus’ name which surprised everyone! Use large speech bubbles to create a collage or painting of the children’s own names, to show how Christians believe that Jesus knows everyone’s name.  ✞ Make a tree picture, using paper, crayons, paint etc, then make a small hole in the tree and thread through a string with a picture of Zacchaeus attached. The children can then make Zacchaeus go up and down the tree to act out the story.  ✞ Make masks using paper plates to pretend to be the different characters and act out the story\*  ✞ Role play a tea party in the role play area/ mud kitchen, and talk about who we would like to invite to our houses for tea. Who would surprise you? Who would make you feel special?  ✞ Use blocks or Lego to make a tree for Zacchaeus to climb up. How high can you make the tree? Talk about why Zacchaeus needed to climb the tree – he wanted to see Jesus, but he couldn’t because he was too short. What activities do you need help with? Who helps you?  **Plenary:**  How did Jesus make Zacchaeus feel when he visited his house? How do you feel when someone asks you to play with them, or invites you to their house?  Read ‘The Very Lonely Firefly’ by Eric Carle and talk about how the firefly isn’t looking for lights, candles or other animals – he wants to be with other fireflies so he won’t be lonely any more.  We all want to have people like us to play with and spend time with. Christians believe that Jesus loves everyone and wants to spend time with everyone, so they never have to be alone. | **Resources:**  **Luke 19:1-10**  Simple Bible eg ‘The Beginner’s Bible’ for retelling the story.  Card, paper plates, collage materials, string, role play area with tea party equipment,  ‘The Very Lonely Firefly’ – Eric Carle for discussing loneliness and wanting to be with others |
| * To retell a Bible story |
| * To learn that Christians believe Jesus can rescue people when they are afraid |
| **Sensitivities:**  Be aware of any incidents which could indicate any kind of neglect. If children disclose anything of a child protection nature, this must be reported to the school’s Designated Safeguarding Lead.  \* If acting out the story, be aware of asking children of different faiths to ‘play’ Jesus as this may be offensive.  **RE Vocabulary:**  **Tax Collector** – a person who collected people’s money, who was generally not well-liked |

**Lesson 3: How did Jesus rescue people who were sad?**

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| Learning Objectives | Suggested Teaching Activities | **Points to Note** |
| * To think about what it’s like to be sad when you lose something/ someone | **Introduction:**  **Show** an empty bag and/ or empty pockets and tell the children you have lost your keys/ wallet/ travelcard. This has made me very sad because now I can’t get home/ get into my home. It feels horrible when we lose things. Have you ever lost anything? What did you lose? How did it feel?  **Read or watch** the Bible story of the Centurion’s servant. The Centurion (army captain’s) servant was sick and he was sad because he thought he might lose him, so he asked Jesus to help. Jesus was very impressed with the Centurion because he believed Jesus could heal his servant without even going to his house! What do you do when you are sad about losing something or someone? Who do you talk to? What makes you feel better?  **Activities:**  ✞ Make a Centurion’s shield from cardboard and decorate it with shiny paper and foil. The Centurion was an important man, but he still asked Jesus to rescue him. Talk about how even kings and presidents need help!  ✞ Role play the story\* using a soft toy as the sick servant who is in bed. When the Centurion returns home, the servant is well again!  ✞ Play ‘Kim’s Game’ – what is lost each time? (ie which item has been taken away and hidden)  ✞ Draw a picture of something or someone you would like to see again.  ✞ Plant a seed and place a lolly stick in the pot/ ground showing the name of who/ what was lost. When the seed grows it will show the hope for new life.  ✞ Write on a stone something you feel sad about and bury it in sand. Talk about how it is good to talk about the things that make us sad together, so we can help each other. If the Centurion hadn’t talked to Jesus, he would have lost his servant.  **Plenary:**  What made the Centurion feel better? What makes you feel better when you are sad about something?  Watch: ‘Inside Out’ Sadness comforts Bing Bong <https://www.youtube.com/watch?v=QT6FdhKriB8>  Sometimes we just want to talk and have a hug when we are sad. Christians believe that Jesus loves everyone and wants to comfort people when they are sad. They also believe that Jesus healed people who were sick, which made people very happy. Some Christians believe that Jesus still heals people today; all Christians believe that Jesus can make people feel better when they are sad. | **Resources:**  **Matthew 8:5-13**  Simple Bible eg ‘The Beginner’s Bible’ for retelling the story.  Card, foil, role play area with bed and soft toys, ‘Kim’s Game’ items, seeds, lolly sticks, stones, sand.  ‘Inside Out’ clip for discussing sadness; ‘Dogger’ (Shirley Hughes) or ‘Lost and Found’ (Oliver Jeffers) for talking about feelings when something is lost and found again. |
| * To retell a Bible story |
| * To learn that Christians believe Jesus can rescue people from being sad by giving them comfort, hope and joy |
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| **Sensitivities:**  Be aware of any incidents which could indicate a child is sad because of ill-treatment or bullying, or because of grief in the family. If children disclose anything of a child protection nature, this must be reported to the school’s Designated Safeguarding Lead.  \* If acting out the story, be aware of asking children of different faiths to ‘play’ Jesus as this may be offensive.  **RE Vocabulary:**  **Centurion** – a Roman army captain  **Healing** – when a person who was sick is made well again by the power of God |

**Lesson 4: How did Jesus rescue people who were sick?**

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| Learning Objectives | Suggested Teaching Activities | **Points to Note** |
| * To think about what it’s like to be sick, then better | **Introduction:**  **Show** the children a soft toy from the class with spots or bandages on and explain the toy can’t be in the class until he/ she is better. What will it be like for the toy? How will he/she feel? Who/ what can help him/her?  **Read or watch** the Bible story of the 10 lepers. These people had an illness that meant they had to live far away so that no one else caught it. Most illnesses that we have now we can get better from, but these people never got better. What would it be like to be sick all the time and never get better? You wouldn’t be able to play with your friends, see your family, go to school!  **Activities:**  ✞ Create a hospital in the role play area (either indoors or outdoors) and talk about who helps sick people – doctors, nurses, paramedics, pharmacists  ✞ Dress up soft toys in plasters, bandages etc and take care of them.  ✞ Play the ‘mummy’ game with children (or adults!) wrapped up in toilet tissue as far as possible in a time limit. Talk about how the lepers would have been covered in bandages and how hard that would make their lives.  ✞ Make hand prints with paint and count the 10 lepers Jesus healed. Which one went back to say thank you? Can you count 10 things on your fingers that you are thankful for?  ✞ Make a concertina book with pictures of different things we are thankful for (either drawn, or cut out from magazine pictures eg house, food, family, doctors etc)  ✞ Cut out a person shape and on one side, colour red dots to show the illness and on the other side, no dots. Attach to a stick and use the figure to retell the story, turning the figure when finding out he is healed! Talk about how he felt when he was sick and when he was well.  **Plenary:**  In the story, Jesus healed all 10 of them, but only one said thank you. Why is it important to say thank you when someone helps you?  Who are you thankful for? Share some of the children’s ideas and display them.  Christians believe that Jesus healed people who were sick, so they could have a normal life. They also believe that people should say thank you to God for helping them, like the one leper did. | **Resources:**  **Luke 17:11-19**  Simple Bible eg ‘The Beginner’s Bible’ for retelling the story.  Hospital role play, plasters, bandages, paint card, magazine pictures, person shape, sticks, red pen. |
| * To retell a Bible story |
| * To learn that Christians believe Jesus rescued people from sickness and healed them |
| * To think about why it is important to be thankful |
| **Sensitivities:**  Be aware of any children with long-term illnesses themselves, or any in their family.  **RE Vocabulary:**  **Leper** – a person suffering from Leprosy (now treatable but terminal in those days)  **Healing** – when a person who was sick is made well again by the power of God. |

**Lesson 5: How did Jesus rescue people who couldn’t see?**

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| Learning Objectives | Suggested Teaching Activities |  |
| * To think about what it’s like to be blind, then see | **Introduction:**  **Turn off** the lights and ask the children what they can see. Is it hard to see the classroom now? What about if I light a candle or turn on a torch? Can we see everything? What would happen if we couldn’t see at all? What would be hard?  **Read or watch** the Bible story of Jesus healing the blind beggar. What do you think it was like for the man to not be able to see anything? How would he know where to go? Why do you think Jesus wanted to heal his eyes?  **Activities:**  ✞ Make a blindfold trail using large blocks for children to try in pairs (one blindfolded, the other leading). What does it feel like not to see? What is hard? What do you need?  ✞ Retell the story\* using a doll as the blind beggar. Make mud outdoors and gently rub it onto the doll’s eyes, then wash off in a water tray. What do you think the beggar was feeling when Jesus put mud on his eyes? How would that feel?  ✞ Learn to make the first letter of your name in Braille, using pegs and pegboards. Why do people need Braille?  ✞ Try to draw your friend sitting opposite, but with a blindfold on. What does it look like? Why was it hard? What other things would be hard to do if you were blind?  ✞ Try to place a mouth on a face, while blindfolded (a bit like ‘pin the tail on the donkey’). What is important about looking at other people’s faces? (we can see how they feel without them telling us) Look at different shapes a mouth can make that we don’t know if we can’t see.  ✞ Make a puppet of the blind man, with a slider to open/ close the eyes. How would he feel when he could see again?  ✞ Make a kaleidoscope, using coloured beads and paper in a cardboard roll. Think about all the different colours you can see and how amazing that is.  **Plenary:**  In the story, people were amazed that the blind man was able to see again; it was a miracle. What is the most amazing thing you have ever seen?  Use a book like ‘You Choose’ (Nick Sharratt) to show that when we can see, we can choose from lots of amazing choices.  Christians believe that Jesus healed people who were blind, so they could see again and have a better life. They believe that Jesus, as God’s son, is all-powerful and able to do amazing things and wants people to have amazing lives. | **Points to Note:**  **Resources:**  **John 9:1-12**  Simple Bible eg ‘The Beginner’s Bible’ for retelling the story.  Blindfolds, large blocks, dolls, water tray, mud, Braille information, pegs, pegboards, mouth shape (or pipecleaner), large face, card, lolly stick, cardboard roll, clingfilm, coloured paper/ beads.  ‘You Choose’ Nick Sharatt to discuss all the different things we can see and therefore choose. |
| * To retell a Bible story |
| * To learn that Christians believe Jesus rescued people who couldn’t see by healing their sight |
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| **Sensitivities:**  Be aware of children with visual impairments who might feel sensitive about their eyesight. Be clear that everyone is special and unique.  \* If acting out the story, be aware of asking children of different faiths to ‘play’ Jesus as this may be offensive.  **RE Vocabulary:**  **Healing** – when a person who was sick is made well again by the power of God.  **Miracle** – supernatural act that is not humanly possible. |

**Lesson 6: How did Jesus rescue people who needed food?**

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| Learning Objectives | Suggested Teaching Activities |  |
| * To think about what it’s like to not have food | **Introduction:**  **Show** the children an empty supermarket bag, and show them it has a hole in so all the food fell out. Ask for suggestions about what I should do – what will I eat this week? What is it like to not have food? Why is it important? Have you ever been hungry?  **Read or watch** the Bible story of Jesus helping the disciples to fill their nets with fish. The disciples needed to catch fish so they could eat and sell some of the fish for money. But they couldn’t catch any fish on this day. If you have a net, show the net empty and talk about how the disciples would have felt. When Jesus came, he told them to try their net on the other side of the boat and they caught 153 fish; it was a miracle. Show the children the net with fish *in* it. How did they feel this time?  **Activities:**  ✞ Make a fishing game with cardboard fish and magnets attached to both the fish and wooden sticks (fishing rods). How many fish can you catch? To mirror the story, try some rods with magnets and some without and talk about how it feels using each.  ✞ Try catching ‘fish’ in the water tray using nets. How many can you catch?  ✞ Try catching balloons using big nets, or bouncing them on a parachute (to replicate the sea)! How many can you catch?  ✞ On paper fish, write down wishes you have. The disciples wished for lots of fish; what do you wish for? In the story, Jesus helped them. What would you like help with?  ✞ Make a collage on a paper plate showing your favourite meal. What would it be like if there were no eg chips, fish fingers, pizza, fruit…? Write thank you prayers for the food we have.  ✞ Make fish fingers to share. What does it feel like to make food for your friends/ family?  **Plenary:**  A few weeks ago, we learnt about how the disciples were afraid when they were in a boat. Now they are sad and hungry because they can’t find any fish. Both times, Jesus helped them (and lots of other times!). These were Jesus’ special friends. Who are your special friends?  Lots of people around the world don’t have enough food to eat. Who helps them? What could we do to help them?  (Where possible link with the school’s own projects, eg local food bank, link school overseas, charity project)  Christians believe that Jesus helped people who needed food, so they wouldn’t be hungry and unhappy. They believe that Jesus still wants to help hungry people today, and wants his followers (Christians) to help other people so that no one is hungry. | **Points to Note:**  **Resources:**  **John 21:1-14**  Simple Bible eg ‘The Beginner’s Bible’ for retelling the story.  Fishing rods, cardboard fish, magnets, water tray with plastic fish (or other objects pretending to be fish), nets, balloons, paper fish, paper plates, collage materials, recipe and ingredients for fish fingers.  Information about school charity projects involving food/ famine etc. |
| * To retell a Bible story |
| * To learn that Christians believe Jesus rescued people who needed food by helping them |
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| **Sensitivities:**  Be aware of children with allergies or other food issues. If there are any children who talk about missing meals due to poverty, you will want to explore that further and you may need to involve the Designated Safeguarding Lead.  Be sensitive if showing any images of children starving (eg in Africa) as these might be upsetting.  **RE Vocabulary:**  **Disciples** – Jesus’ special friends who followed him.  **Miracle** - supernatural act that is not humanly possible. |