**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN FIRST HALF TERM**

**YEAR 4**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 4.2 Trust in God | **Ask and respond to questions about my own and others’ experiences and feelings of trust.** | Pupils are able to both respond to questions and ask questions of each other about their own and others’ experience of learning to trust. They could discuss things they have learnt to do – learning new skills like swimming, riding a bike, using a skateboard and also things like learning to read, write etc. and meeting new people or friends (in class or at home) and how we learn to trust. They should be led to think about how the learning of new skills and other things is a really positive thing because it opens up opportunities to live life to the full. They will name emotions like fear and learn that being afraid is ok, but that sometimes we need to not let fear get the better of us because it can stop us growing as a person. Pupils could also talk about how they are trusted by parents, other family members, other children and staff in school and what it means to be trusted and how it makes them feel. | Have you ever done a trust walk when you’ve been blindfolded and led by someone else? How did it feel? What did you have to do?  What is trust?  Tell your partner about a skill you have learned – riding a bike, swimming etc. – can you describe what and who you had to trust?  What feelings did you have – can you remember?  Even though you might be scared, why is it important sometimes to trust?  What are you trusted to do? How does this make you feel? What does it mean to be trusted?  Can you give any synonyms for trust? |
|  | **Make simple links to show how feelings and beliefs affect their behaviour answering questions like, ‘How does my belief in trust change my behaviour?’ *And ‘*When God does not give what we ask for, does this affect people’s trust?’** | To begin with pupils will need to recognise simple links between the ways they *feel* and how this affects what they do or fail to do. This could be by using generic ideas like the emotions from the ‘Inside Out’ film: ‘fear, joy, disgust, anger, sadness’ as well as others. The result will be that pupils can make simple links in their work which show how we feel affects how we behave.  Building on this ability to link a feeling to a behaviour, pupils will then need to apply it to the *belief* in the importance of trust. This can be met through work in the old PB and new PB pp. 24-26. The writing of the prayer on p. 24 will link the belief in the importance of trust to situations ‘When I am … help me to trust in You.’ The story of Jonah or Calming of the Storm (old PB) will bring out the importance of trust in God and enable pupils to answer the question ‘How does my belief in trust change my behaviour?’ by reflecting first on how Jonah’s (the disciples) lack of trust in God and then his (their) trust in God changed his (their) behaviour.  Following the work on Jonah or the Calming of the Storm (old PB) pupils will be able to reflect on their experience of asking God for things i.e. prayer. Pupils could reflect on or list the sorts of things that they ask God for and be asked to reflect on whether they think their prayers are always answered. Pupils should then be able to answer the question: *‘*When God does not give what we ask for, does this affect people’s trust?’ To conclude this expectation pupils can reflect using the ‘Pause to Share’ section in the new PB p. 26: ‘Do you think God always answers our prayer?’ Can you remember a time when you thought God did not answer your prayer? Think about what God’s plan might be.  The summary on new PB p. 26 is a good concluding teaching that can help answer that last sentence: ‘God loves each one of us very much and sometimes, like a good teacher, He challenges us so that our trust in Him will grower stronger (this happened with Jonah and the disciples in the boat). That means we may not always get what we want, because God knows what is best. We might have to wait a long time to know why God did not give us what we wanted – but we will know some day.  This is not the same as saying God does not answer our prayer at all, God will always answer our prayer but the answer might be ‘no, that’s not good for you!’  Picking up the idea from the first expectation about what it means to be trusted (Here is a definition from the virtues document: ‘You can be relied upon by others. You will keep your word and if you have committed to something you will do your best to see it through and complete it: you are reliable and determined’) teachers can then emphasise how being trusted is as important as trusting. Like God who is trustworthy – God always keeps a promise and is reliable – so we to learn that Jonah and the disciples become trustworthy by first trusting in God. This is also something Zechariah had to learn, but Mary was always steadfast and unwavering in her trust in God. | If you feel like this …. how might you behave towards ….  When you trust in someone how does it affect  ‘How does my belief in trust change my behaviour?  ***‘***When God does not give what we ask for, does this affect people’s trust?’ |
|  | **Describe, with increasing detail and accuracy, the beliefs about John the Baptist (Luke 1:8-17 and 1: 76-79)** | This expectation is met in work on Zechariah, the father of John the Baptist. God shows again that he is a God of surprises, because he picks a couple who “had no children, because Elizabeth could not have any, and she and Zechariah were both very old” (Luke **1**:7), whose son will be the prophet to announce the coming of Jesus, the Messiah (God’s chosen and anointed saviour).  Pupils will need access to the text of Luke’s gospel to meet this expectation. Using the text of Luke chapter **1** verses 8-17 and 76-79 pupils could note down the beliefs that are written there about John the Baptist. Incidentally, the name John is Hebrew for *God is gracious*, which shows that John is a gift from God that Zechariah and Elizabeth will be full of gratitude to God for.  The beliefs about John begin to be read off at verse 14 ‘he will make many people happy’. Verse 15 ‘He will be a great man of God’, ‘filled with the Holy Spirit’. Verse 16 ‘he will bring people back to God’. Verse 17 ‘He will be like a new Elijah’. He will restore family relationships, turn disobedient people back to right behaviour and get the people ready for the Lord.’ In the second part of the text verse 76 says he ‘will be called a prophet of God’ and verse 77, ‘tell God’s people they will be saved by having their sins forgiven.’  If pupils can describe these beliefs in a narrative paragraph which builds on the list of beliefs they have composed this will meet the expectation. There is no need to write down the meaning of these beliefs to achieve this expectation. | John the Baptist is an important person because he is the one who announces to the people that a saviour is coming, Christ Jesus.  What beliefs about John the Baptist do we find in Luke’s gospel?  Can you list them? |
|  | **Make simple links between the beliefs about John the Baptist and their source in Luke’s gospel, explaining at least two beliefs (GD)** | If pupils can explain the meaning of at least two beliefs they have described they can meet this greater depth expectation. While there are many beliefs and pupils may give an explanation of them, there are two main beliefs that are central to the role of John the Baptist that need explaining to the pupils. The first is the belief that John is a like a new Elijah in Luke **1**:17. In the Book of Kings (in the Old Testament) Elijah is taken up to heaven in a chariot of fire (2 Kings **2**:11). Elijah doesn’t die, so the belief arose in Judaism that Elijah will come back to announce the arrival of the long-awaited Messiah (saviour). This is written in the last two verses of the prophet Malachi ‘I will send you the prophet Elijah.’ John the Baptist is the new Elijah - the one who comes before the Messiah to announce him. Like Elijah, John is a prophet (Luke **1**: 76), and his association with Elijah shows that John is the last prophet, the fulfilment of the Old Testament promise that God would send His messenger to prepare the way for the coming of the Messiah (see the prophet Isaiah **40**:3-5)  The second important belief is found in Luke **1**:77 where it say that John will prepare the people for the arrival of their saviour by announcing that they will have their sins forgiven. John is called John the Baptist, he puts this into practise by baptising people so that God will forgive their sins. Luke **3**: 3 “So John went throughout the whole territory of the River Jordan, preaching, “Turn away from your sins and be baptised, and God will forgive your sins.” This is important because John is paving the way for Jesus who will reveal that God is a forgiving Father. | Can you name some of the gifts you have if you are filled with the Holy Spirit? (7 gifts of the Holy Spirit.)  John the Baptist has these gifts, how can you show he has understanding and courage? (Understanding: John understands what we must do to get ready for Jesus – see Luke **3**:10-14. John was brave because he even told the king – Herod - that he had sinned and Herod put John in prison, see Luke **3**:19-20.  John is called a prophet of God. What is the job of a prophet? (Prophets remind people of their covenant with God. People made a promise to obey the commandments God gave. A prophet calls the people back to living by the rules of the covenant. They need to turn away from sin and seek forgiveness and live as God requires.) |
|  | **Describe, with increasing detail and accuracy, the actions of Mary and Joseph, which arise because of their trust in God and how they responded to these challenges.** | This expectation presupposes that teachers will give pupils opportunities to ‘ask and respond to questions about Biblical figures exploring their experiences and feelings’ as a means of meeting the standard. This expectation recognises that our beliefs are often expressed in action e.g. that Mary shows her trust in Jesus at the wedding at Cana by saying to the servants ‘do whatever he (Jesus) tells you’ (John 2:5). This expectation combines two things, a written description of the actions of key figures (what key figures do) and the pupil is asked to link these actions to a belief of a key figure in order to show that the actions express a belief. Therefore, it is important for teachers to ask pupils to identify the parts of the story that show a particular belief. The belief (e.g. trust) could be supplied and the pupils identify examples of it in the text. Or the teacher can ask pupils to identify particular beliefs without supplying in advance.  The main passages in the Bible for Mary are The Annunciation Luke **1**:26-38, Mary’s Song of Praise (this Song goes beyond the PB but is a good example to look at) Luke **1**: 46-55. For Joseph, Matthew **1**:18-24. | What is Mary really worried about after the visit of the angel Gabriel?  What is Joseph really worried about after the visit of the angel Gabriel in his dream?  What does the angel Gabriel say that helps Mary and Joseph with their worries?  Are Mary and Joseph putting their trust in the angel or in God? How do you know?  What belief is Mary / Joseph showing in that passage?  How can you tell?  Can you find examples in the story of Mary putting her trust in God?  Can you find examples in the story of Joseph putting his trust in God?  Tell me some of the things Mary sung about (Lk. 1:46-55) that show her total trust in God. |
|  | **Describe, with increasing detail and accuracy, the beliefs we learn about Jesus from the different stories of his nativity. Choose two beliefs and explain their meaning** | Pupils will read the story of the birth of Jesus from Luke’s gospel (Luke **2**:1-20) and Matthew’s gospel (Matthew 2:1-12). Luke’s account is from Mary’s point of view. (Luke has a special concern for those of his time on the margins of society and in this story the focus is a woman and the poor in the figure of the shepherds.) Taking Luke’s account first: ***verse 7*** says that Jesus was *laid in a manger*, so we can believe that Mary gave birth to Jesus in a stable (or in the part of a first century Palestinian house reserved for the animals). This is the origin of the nativity play with a stable and animals (Away in a manger). In ***verse 11*** the angel says to the *shepherds,* ‘This very day in David’s town (Bethlehem) your *Saviour* was born – *Christ the Lord.’* In ***verse 14*** the angels sing that Jesus’ birth will bring *peace on earth’*  Matthew’s account of the birth of Jesus is told from the male point of view – through the dreams of Joseph and through King Herod and the wise men. At Matthew **2 verse 2,** the wise men ask, ‘Where is the baby born to be the *king* of the Jews?This shows that Jesus is special because he is a king (incidentally, when Jesus dies on the cross a sign on the cross states INRI – Jesus of Nazareth King of the Jews). In ***verse 4-5*** Herod calls together the teachers and asks them ‘Where will the *Messiah* be born?’ In the town of Bethlehem in Judea.’ So here Jesus is identified as the Messiah (Bethlehem is the town of King David and the Jews believed that the Messiah – God’s chosen saviour – would be a descendant of David). In ***verse 11*** it says, ‘They [wise men] went into the house, and when they saw the child with its mother Mary, they knelt down and *worshipped him*. They brought out their *gifts of gold, frankincense and myrrh*, and presented them to him.’ The gifts given to Jesus are the gifts people in the ancient world gave to a *king*. Jesus is believed to be a king, but also he is *more than an ordinary king* because the wise men (incidentally, they are wise because they see the truth that he is divine as well as human) *worship* him.  Once pupils have identified and described the beliefs (things we or Christians accept as true about Jesus that influence the way we / they live) they find in the two stories  i.e. laid in a manger (stable)  visited by shepherds  is the saviour God promised – the Christ (Messiah in Hebrew)  bring peace on earth  visited by wise men (not Jewish people)  is a very special king  is worshipped  They can pick two of these beliefs and explain their significance by explaining what each belief means. Taking the first two beliefs, laid in a manger and visited by shepherds, shows that Jesus was born poor and was visited by poor shepherds. This means that Jesus came as saviour of everybody, (this is also shown by the visit of the wise men who are not Jewish) especially the poor and unimportant people (we see this when we read some of the stories from the life of Jesus in the gospels)  Jesus is a very special king who is worshipped. This shows that he is the promised saviour – the Messiah (Hebrew) or Christ (Greek) and not only a human baby but is also the Son of God. | As you read the story in pairs, talk together about the beliefs there are about Jesus. Note them down.  Jesus was born in a stable and visited by shepherds. Is it just a detail of the story or has it got a deeper meaning?  Why is it important?  If Jesus was a king, where do you think he should have been born? Did the wise men think that? Is there anything in the story that shows that this is what they thought? (Matthew 2:1-2)  Jesus is a pretty special sort of king, what shows this? (gifts and worshipped)  Whom do people worship? What does this tell you about Jesus? |
|  | **Make simple links between my beliefs and actions, suggesting answers to questions like, ‘How do I prepare for Christmas as a result of the Christmas story?’** | This expectation asks pupils to make simple links between how the beliefs they have outlined from the two Christmas stories are lived out in their own lives during Advent.  The teacher can aid the pupils by providing a summary of some of the things they learn from the Christmas stories: ‘Jesus came for the poor’, Jesus came for everyone’, ‘Jesus brings peace to the world’, ‘Jesus is to be worshipped’ (This latter is for Catholic and other Christian children)  To meet this expectation pupils will need to provide examples how these ideas apply to them – how they live out these ideas in their lives during Advent. This work could incorporate the Advent promises pupils have already written. | How do you show your love for those in need?  Can you give an example of when you have included someone who was feeling left out?  Give me two examples when you have been a peacemaker?  How do we / you worship Jesus? (To worship is to put the thing worshipped first, so worship of God is putting God first i.e. first of the Ten Commandments “Worship no god but me.”) |