**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND HALF TERM**

**YEAR 3**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 3.2 Mary our Mother / Mary, Mother of God | **Ask and respond to questions about God’s choice of Mary and about their own experience of being chosen**Links to learning objective: ‘Know that God called Mary to be the Mother of Jesus’ (PB p. 18). ‘Know that God chose Mary to be the mother of His Son. Think about the importance of being chosen.’ (new PB p. 20)  | Ensure that the unit is introduced by exploring pupils’ experience of being chosen for particular roles or jobs using the story of Ben in the PB or a suitable story of your own. Pupils could be asked to reflect on the class jobs they have, how the job or task makes them feel and what qualities of character or virtues does it require or encourage them to show. Moving on to the Annunciation: after retelling the story, explore the character of Mary with the pupils. Provide some adjectives and ask pupils to list more words that describe Mary and her character: girl, young, loves God, trusts God, frightened, amazed etc. Role play the event simply and then invite some pupils to become Mary and do a hot-seat activity where the teacher and pupils ask her questions about what happened. Pupils can make a list of questions to ask Mary with space for pupils to be invited to answer one or two using the response from the hot-seating or from their pair and share reflections. Use some of the trigger words from the PB like ‘What *amazed* you?’ ‘What *frightened* you?’ ‘What *surprised* you?’ ‘Why did God pick you Mary?’ in the hot seat activity. The activities in the PB are okay but the one about comparing the paintings of the Annunciation will be a good way of cementing the learning about the story and the character of Mary. There are a number of Annunciation paintings all in one place at the following web address <https://fineartamerica.com/art/paintings/annunciation>if you would like to give pupils other paintings to look at. The painting by Jen Norton is particularly vibrant and has the words ‘Be not afraid’ and can be contrasted by Henry Tanner’s painting that shows the angel as light and Mary as worried.   | What have you been chosen for or to do?How does being chosen for something you want to do make you feel?How does being chosen make you feel?What do you think Mary was like?What is it about Mary that God liked?Now imagine you are Mary: ‘What amazed you about the angel/what the angel said?’‘What frightened you?’‘What surprised you?’What do you like about this painting?What does it show?What happens next? |
|  | **Make simple links between the Hail Mary and the stories of the Annunciation and Visitation, using a given source (e.g. artwork, prayer, verbal discussion)**Links to learning objectives: ‘Know the ‘Hail Mary’ and begin to understand it (old TB, p. 23) ‘Know that Mary went to visit her cousin Elizabeth. Think about how we can help each other’ (new PB, p. 23) | Pupils can point to the words at the beginning of the ‘Hail Mary’ prayer as based on the angel’s greeting to Mary from the story of the Annunciation. In Luke chapter 1 verse 28. The Hail Mary prayer begins - “*Hail Mary, full of grace, the Lord is with you.”*The RSV translation has“And he came to her and said, “Hail, full of grace, the Lord is with you!”The Good News translation has: ‘The angel came to her and said, “Peace be with you! The Lord is with you and has greatly blessed you!”At this point it would be a good idea to use a selection of paintings of the Annunciation and ask pupils to pick the one that best shows the moment the angel appears and greets Mary. Pupils can then stick in their books the text of the Hail Mary, the text of Luke 1:28 and the chosen painting and link them up with arrows and write down or say what these arrows show about the 3 things on the page. The process can then be repeated for the link between the story of the Visitation of Mary to her cousin Elizabeth, the text of Luke 1:42 in Good News translation: “You are the most blessed of all women, and blessed is the child you will bear.” The part of the Hail Mary that uses these words ‘*’Blessed are you among women and blessed is the fruit of your womb, Jesus.”*And a painting from the WTL PB (old PB p. 25, new PB p. 24) or a suitable painting of the Visitation from google images <https://www.google.com/search?q=painting+of+the+visitation&tbm=isch&chips=q:painting+of+the+visitation,g_1:modern:X-bV-4ew5pY%3D&rlz=1C1GCEU_enGB866GB866&hl=en-GB&sa=X&ved=2ahUKEwjjsaSHiNnzAhVRwIUKHVh4C90Q4lYoAnoECAEQFg&biw=1287&bih=697> | What do you think ‘Hail Mary’ means – what would we say today?Can you see that word or those words there? What does that mean?What do you like about this painting?What does it show?What happens next?Can you link them together to show they are about the same thing? |
|  | **Make simple links between the signs used in Advent and Christmas and their meaning**Links to learning objectives: ‘Know that Advent is a time to prepare for the coming of Jesus at Christmas; to identity ways we can prepare for the birth of Jesus at Christmas’ (old TB p. 24). ‘Understand that Advent is a time to prepare to celebrate the birth of Jesus. Think about how we can prepare’ (new TB p. 36) | This expectation goes beyond describing what a symbol is made up of and how it is used to link the symbol to its meaning. Pupils can be encouraged to say what a symbol is and how it’s used but should also be able to link the reason the symbol is used or say why the symbol is used. Teachers could provide images of the symbols and simple meanings that pupils can select for themselves. The PB gives 2 symbols of Advent – the Advent Wreath and the Advent Promise. *Advent Wreath* – the best way for pupils to learn about the Advent Wreath is for the teacher to make one with the class explaining what the different parts are as it is done. The pupils can then be given a diagram which is coloured and labelled. The pupils are then asked to pair and share why an Advent Wreath is used. Feedback their ideas to check and improve their understanding and ask pupils to record the reason(s) on their diagram. *Advent Promise* – the best way for pupils to learn the significance of an Advent promise is to make one and to explore why we make promises in general and why promising to act in a particular way is a good way of getting ready to welcome Jesus at Christmas. There are activities on the significance of making promises in ..*Christmas nativity scene or crib* – it reminds us of the first Christmas day when Jesus was born in Bethlehem. It reminds us that for Christians Jesus is the Son of God. It reminds us that Jesus was born as a baby and that he came to show God’s love for everyone – especially the poor and homeless. This is shown in the way there was nowhere for Jesus to be born so he was born in a stable and placed in a manger. Also his first visitors were poor shepherds. *Christmas cards* - pupils can sort the cards with those about the first Christmas or religious on one side and the secular cards on the other. Can pupils choose a favourite religious Christmas card from a selection and say why they would give it or like to receive it? Teachers can also reassure pupils that giving secular Christmas cards is also a good action because when we give we are remembering that one of the things that Christmas reminds us of is that we should think of other people and be generous and kind.  | What does the Advent Wreath look like?How do we use an Advent Wreath?Can you match the meaning to the picture?Look underneath the picture, there are different sentences that tell you why we use an Advent Wreath, which one do you think is the best one? |
|  | **Retell one of the stories of the Nativity of Jesus, ensuring it is accurate in its sequence and detail**Links to learning objectives: on the Annunciation, Visitation, Birth of Jesus, Visit of the Shepherds, Visit of the Wise Men.  | The retelling is based on hearing and reading the text of the story from a Bible or more detailed bible story book. While there is more than one story the expectation only requires pupils retell one. The retell should display the correct sequence of events and include details of characters. *The Lion Storyteller Bible* has some vivid retellings that pupils will enjoyThe Lion Storyteller Bible : Bob Hartman, Krisztina Kallai Nagy:  Amazon.co.uk: Books | Can you write down, in a flow diagram, the key events in the correct order?What key details do you need to include?What dialogue (direct speech) must be included? |
|  | **Make a simple link between the beliefs Christians hold about Christmas and how it affects their behaviour**Links to learning objectives: ‘’Know about Advent as a time to prepare to celebrate the birth of Jesus’, (old PB p. 28-29 and new PB, pp. 29-31); ‘Know that Wise Men came to worship Jesus, Think about the gifts we can offer Jesus’ (new PB, pp. 3637, old PB, p. 32) | This expectation is about how some of the beliefs about Christmas prompt us to act. The expectation can be met in a variety of ways. The PBs cover Advent as a time that Christians use to prepare for Christmas. In part of this work pupils are encouraged to make an Advent Promise. Often these are displayed and pupils are encouraged to review how they are keeping their promise. So this expectation can be met at the same time as exploring why an Advent promise might be made. If Jesus came to earth to guide us in the right way to live – as the ‘Light of the World’ – then pupils should be given an opportunity to discuss how they might get ready for a special visitor at home or in school. In the same way, Advent is a time we think about welcoming Jesus again by looking at the way we are living and perhaps making a change by thinking of other people and acting accordingly. If pupils can see a simple link between welcoming Jesus and making an Advent Promise they have met the expectation.A second way to meet the expectation is to have a focus on what the word ‘Christmas’ makes pupils think of. There is an activity on this in ***RE Ideas: Christmas*** p.15 from RE Today. Make sure that you encourage pupils to list emotions and virtues that they associate with Christmas e.g. patience, kindness, generosity, gratitude, think of others (compassion). Pupils can be encouraged to choose two or three things e.g. joy, kindness, generosity and tell you in pictures and/or words how they could put these into action during Advent or at Christmas time. A third way to meet the expectation is to give pupils some bible teachings so that they can link up how a source of wisdom or belief prompts us or Christians to act at Christmas time. There is a useful means of completing such an activity in ***RE Ideas: Christmas*** p. 19-20 entitled ‘Using a source of wisdom to interpret Christian practice’. Give pupils one or two short passages (select the more simple ones from p.20) so they can make a link with what is happening in the picture. A final way to meet the expectation is to focus on the act of giving that is the focus of work on the Visit of the Wise Men. The wise men bring gifts fit for a king and for Christians Jesus is their king – we follow Jesus because he shows us the way we should live. Ask pupils, in a pair and share, to list the sort of qualities that they might possess that it would be excellent to give to and share with others, whether or not they are a king. They could draw around their hands and write in each other’s outlines their special gifts. Explain that Christmas is a time for giving — the wise men gave presents when Jesus was first born. It’s also a time to remember that poorer people (shepherds) visited Jesus, who came for both rich and poor people. As Christmas is a time for both giving and thinking of the poor, lots of Christians like to give presents and help to those in need at Christmas time. Pupils could learn about a charitable project for Christmas or better, be involved in a charitable project. These could include helping the homeless, sending Christmas boxes to people in need, or giving ‘world charity gifts’. What can the pupils themselves do to be kind to others this Christmas? Make a class list and see how many things your pupils can actually do.  | Why is making a promise important?Why is it important to Christians that they prepare to celebrate Christmas?Why have you made that Advent promise?In what ways do people try and behave at Christmas time?Why are people kind and generous at Christmas?Can you see how this bible teaching is being acted out in the picture?What gifts have you got and how can you use them to help others at Christmas? |
|  | **Suggest answers to questions like ‘What matters most at Christmas and why?’** | Make a collection of objects and/or images associated with Christmas – make the selection as wide as possible to include Christian (religious) aspects of Christmas to do with remembering Christmas, worship, celebration and other secular aspects that are common in society. Use the following kind of activities: *Take away one by one:* Discuss with the children whether you can have Christmas without these things. It is probably true that without the birth of Jesus there is no Christmas so can the children remove everything else and still have Christmas? *Most important?*Invite them to say which of the items might matter most to a Christian person or might help them to remember the story of Jesus’ birth. Ask children to use a paper plate divided into three to make three drawings of the things that matter most at Christmas. | What do you think of when you think of the word ‘Christmas’? Look at these objects / images: take away one at a time but leave those that are the real meaning of Christmas for you / for a ChristianWhat objects /images matter most to a Christian? Why? |