**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**AUTUMN SECOND 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**  This expectation links to learning objectives: ‘Know that Jesus teaches us to have faith and trust in him’ (old PB, p. 18; ‘Understand the importance of trusting in God. Be aware that it is not always easy for us to trust’ (new PB, p. 24) | This expectation is linked to the beginning of the unit that uses the story of Emma (old PB) or Jason (new PB) and their fear of the water when learning to swim but how their trust in the instructor helped them overcome their fear and learn to swim. Pupils can relate their own version of the story or a version of the Tom and Abigail story (the new TB p. 36 and old PB p. 20). Making a list prayer asking God to help you trust in him is a useful activity that can stand as evidence for the expectation since it is based on asking and responding to questions about the experience of trust, e.g. ‘When I am … help me to trust in You etc.  The point of the story of Emma or Jason is to bring out two things: 1. that often when we need to do something – like learn to swim and much else - we have to put our trust in a person who is able to help us. Placing our trust in a person can help us overcome our fear that we feel. 2. Sometimes it is not easy to trust.  The old PB then uses the story of the Calming of the Storm to illustrate that Jesus wanted his friends to put their trust in him. The new PB uses the story of Jonah. There is a good retelling of the Jonah story in *The Lion Storyteller Bible* entitled ‘Jonah the Groaner’. The activities after each story are a useful means of deepening pupils understanding of trusting in Jesus or God particularly if pupils pair and share their ideas and feedback about what lessons the disciples (3b) or Jonah had to learn (1b). Some of the activities in the old PB p. 21 are worthwhile, particularly 2, for providing extended tasks to give opportunities for some pupils to think and respond deeply to this theme.  It is open to teachers following the old PB to convert Activity 2 on p. 19 into diamond 5 or 9 activity allowing pupils to think a bit deeper about what people who trust in Jesus or God would value above other things. Teachers can add other ideas e.g. the virtue of courage and faith. However, this activity can be used for the last expectation if required – see below. | Can you talk about a time when you had to trust in someone else?  Why is it sometimes important to trust?  What did the friends of Jesus learn about trust?  What did Jonah learn about trust? |
|  | **Make simple links to show how feelings and beliefs affect their behaviour answering questions like, and ‘How do my own feelings of trust change my behaviour? and *‘*When God does not give what we ask for, does this affect people’s trust?’**  This expectation links to learning objectives: ‘Know that Jesus teaches us to have faith and trust in him’ (old PB, p. 18; ‘Understand the importance of trusting in God. Be aware that it is not always easy for us to trust’ (new PB, p. 24) | Alongside the previous expectation, this expectation can be met when pupils are engaged in thinking about the importance of trust and of trusting in God.  When pupils are engaged on relating or writing their own story when they needed to trust – like Emma, Jason or Abigail and Tom – pupils can be asked to reflect on and answer the question: *How do my own feelings of trust change my behaviour?* For example, if Emma or Jason or Tom hadn’t been able to trust in the teacher or the trampoline, then each one could not have overcome their fear and would not have learned to swim or jumped from the burning building. However, once you can trust you can learn new things and overcome fears that hold you back.  The second question is an option for pupils following the new PB (see p. 26). In the ‘Pause to share’ box it says: ‘Do you think God always answers our prayers? Can you remember a time when you thought God did not answer your prayer? Think about what God’s plan might be.’ This will need sensitive handling given the experiences of some pupils. | If I am really scared how does it affect what I do?  How do my own feelings of 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: 76-77)**  This expectation links to learning objectives: ‘Know the story of Zechariah’ and Reflect on how Zechariah had to trust in God’ | While the PB continues the focus on the importance of trust in God by relating the failure of Zechariah to trust in God’s promise given through the angel Gabriel, (and pupils can engage with the activities in the PBs) this expectation dwells on the importance of John the Baptist because he has the special role of getting the Jewish people ready for the coming (Advent means ‘coming’) of Jesus. John the Baptist prepares the way for Jesus by telling people to turn away from their sinful lives and by baptising them in the river Jordan. Jesus then comes on the scene and announces the arrival of the Kingdom of God and tells people to repent of their sins and believe the good news.  In the life of the Church, John the Baptist is prominent in the early days of Advent because in Advent Christians not only remember the first coming of Jesus in Bethlehem but look forward to Jesus’ second coming. John the Baptist is then an archetypal figure, one who readies the people for the coming of Jesus and his cry ‘Prepare a way for the Lord, make his paths straight’ is heard in Advent.  In pairs pupils, using the Good News Bible text will retrieve from the text two or three important things that are said about John.  In Luke 1:8-17 we learn:  v.13 that Elizabeth and Zechariah’s child must be called ‘John’ (John means ‘God is gracious’) this means that the child is a special gift from God because the couple are really too old to have a child.  v.15 He will be a great man who follows God  He will be filled with the Holy Spirit  v16 He will bring people back to living as God wants  v17 He’ll be strong and mighty  v17 He will get the people ready for Jesus  In Luke 1:76-77 we learn  v.76 John will be called a prophet  John will announce the coming of Jesus and prepare the people for the coming of Jesus  v.77 John will tell people that Jesus will be their saviour and he’ll forgive their sins | Have you ever made a promise that was too hard to keep?  Did you ever hear something that you simply couldn’t believe was true?  Why do you think it was hard for Zechariah to trust the angel Gabriel?  What happened to Zechariah?  Why is John a good name for Elizabeth and Zechariah’s child?  What relation was John to Jesus?  What kind of person would John grow up to be?  Of the things John will be when he grows up, which is the most important? Why?  How does John get people ready for the coming of Jesus?  How can you get ready for the coming of Jesus at Christmas? |
|  | **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 links to learning objectives: **‘**Know that Mary trusted in God and the promise God made to Mary at the Annunciation.’ ‘Know how Joseph put his trust in God when the angel appeared to him.’ ‘Reflect on how Mary and Joseph placed all their trust in God.’ ‘Know that God fulfilled his promise to Mary when Jesus, the Son of God, was born; reflect on the importance of keeping promises.’ | Alongside any retelling of the story of the Annunciation to Mary, the dreams of Joseph and their journey to Bethlehem that pupils may complete in different creative ways as a part of this unit, this expectation requires pupils to do 2 things:   1. be able to appreciate the *challenges* Mary and Joseph faced when they learned what was to happen to them i.e. questioning the pupils about the thoughts and feelings of Mary and Joseph is key to this as well as appreciating the difficulties of the journey they undertook, the lack of somewhere to stay and fear for the life of baby Jesus because of King Herod (this is made explicit in the new PB p. 37 activity 2)   Pupils can use pair and share discussion and feedback, role play, hot-seating, freeze framing, to capture the thoughts and feelings of Mary and Joseph and the challenges they faced.   1. that even though they had all these challenges *describe the actions of Mary and Joseph that show their trust in God* e.g. Mary’s ‘yes’ to God - I will be the mother of Jesus, Joseph listened to the angel and trusted in God and married Mary, he looked after Mary (and Jesus as he grew up) they both looked after Jesus when Herod wanted to kill him by making the long journey to Egypt.   Pupils will be able to give some of the challenges and some ways that Mary and Joseph showed their faith. | What do you think Mary / Joseph are feeling / thinking?  What difficulties or challenges did Mary / Joseph face?  How did Mary / Joseph show they trusted in God? |
|  | **Choose one belief about Jesus from the Christmas stories and explain its meaning**  This expectation links to learning objectives: ’Know that God fulfilled his promise to Mary when Jesus, the Son of God, was born; reflect on the importance of keeping promises.’. ‘Know why God sent Jesus to earth; reflect on who Jesus is for us’. | The main Christian belief that we learn from the stories of Jesus’ nativity including the Annunciation, Visitation and birth of Jesus is that Jesus is the ***Son of God***. The old PB uses the title ‘Son of God’ (see p. 26, 27, 28, 29) for Jesus but does not explain its meaning. The new PB focuses on the title ‘Son of God’ for Jesus.  For the pupils, the belief that Jesus is the Son of God is about Jesus’ relationship with God. Just like a son or daughter who is close to their father and mother, calling Jesus the ‘Son of God’ is saying that Jesus is close to God – for Christians, Jesus is the closest person to God we know. Jesus isn’t just *a* son or daughter of God (we can say that about all people because they are ‘children of God’) he is *the* Son of God. Jesus is so close to God, he knows God better than anyone else and so he came to show us what God is like – a loving, forgiving God – and can also show us the way to live like God: by being loving and forgiving ourselves. | What does Jesus tell us about what God is like?  Which actions of Jesus show us about God?  If we are all children of God what does that make us?  What is the difference between saying someone is ‘a son of God’ and saying Jesus is ‘the Son of God’  If Jesus is the Son of God why is that good news for Christians?  Why are beliefs important? |
|  | **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?’** | In order to meet this expectation, pupils should be given an opportunity during work on the meaning of Advent to reflect on how they want to prepare from the coming of Jesus at Christmas by making one or more Advent promises. The composition of an Advent promise and some record of why they have chosen that or those particular promises will demonstrate the link between their beliefs and actions.  Another opportunity to make links between beliefs and actions is given to pupils following the old PB (p. 19). Activity 2 where pupils are asked to pick words that would help them trust in God could be expanded to include other words that display the spirit of the Christmas season and so include words like prayer, church, worship. Pupils can then be asked to pick 3 or more words and say how they would put that word in action. |  |