**INTERPRETATION OF PRIMARY RELIGIOUS EDUCATION EXPECTATIONS**

**SPRING FIRST HALF TERM**

**YEAR 5**

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| UNIT | EXPECTATION | OUR UNDERSTANDING | PROMPT QUESTIONS |
| 5.3 Inspirational People | **Begin to arrive at judgements as to why someone is inspirational.** | To meet this expectation pupils need to go beyond stating a point of view. To begin to arrive at a judgement means that pupils will be able to say who they believe is inspirational by giving a reason that is based on a source as an example.  For example, if a pupil says that Marcus Rashford, their mum or Jesus is inspirational they will give a reason that is based on examples from that person’s life.  The old PB p. 34 begins the unit with a good definition of an inspirational person. Using the definition, pupils will recognise and pick out the qualities or situations that arise which make someone inspirational. Pupils could then complete a piece of work on a person who they believe is inspirational. The person chosen could be a celebrity (e.g. at the moment some will think of Marcus Rashford) or someone known to the pupil, like a family member.  The new PB gives a much shorter definition of an inspirational person on p. 43 in the ‘All are Called’ section: “*An inspirational person is someone whose words or actions challenge us to reflect on our own lives. We may change something we do or the way we behave because of the example such a person gives us*.” The reason for this shorter definition is that it is more pointed in the direction of a person who causes *us to change and serve others* rather than simply admiring someone for what they have done. This change from the old to new book (the new PB also starts with Jesus and ends the unit, pp. 60-63, with a contrast between being a saint and a celebrity) is to help teachers move pupils on from fixing their minds on celebrities. However, the longer definition in the old PB is still worth using by all teachers (if the old PB is available).  To help with some pupil’s fixation on celebrities, teachers can use an activity with the pupils that grants the importance of money and fame but then asks for more important qualities of character (or virtues). For example, the teacher could use the example of Marcus Rashford, how much he earns in a week could be researched (£200,000 in 2020) – and how much that could buy of whatever the pupils would want to spend it on - and how he has used his celebrity as a well-known, top footballer for a good purpose (Free School Meals), but then ask the pupils “Money matters, but what matters more than money (or fame)?” This will then help pupils (in pairs or trios or groups) reflect on the *inner* qualities that make us who we are or that we aspire to have. The teacher could provide the qualities from the list of virtues on the diocesan website see <https://www.dioceseofleeds.org.uk/education/wp-content/uploads/2019/05/Virtues-for-Catholic-Schools.pdf>  There is a variation on this called the ‘Values Game’ from RE Today.  Pupils (again in pairs, trios or groups) could use a diamond 9 or diamond 5 to prioritise those virtues that are most important. This activity will give pupils a means of comparing their top virtues with those they meet in the inspirational people, and the inspirational qualities they engage with in bible passages, as the unit proceeds.  Activity 2 in the old PB p. 35 is a good activity that could be extended to look at the origin of the Noble Peace Prize. Alfred Noble, a Swedish chemist had spent a lifetime inventing better and better ways of blowing things and people up! One day, when reading the newspaper he came across his own obituary with the headline, ‘The Merchant of Death is Dead’. The paper had printed his obituary (obituaries of famous people are always written in advance of their death), but it was his brother who had died – the paper had made a mistake. However, Noble was shocked to see his life detailed in such a negative way so he instigated the Noble Peace Prize (among other prizes) using his wealth to award people who had (and still today) worked for peace. (While Noble did this to improve his public image, is there a lesson here?) | When we say someone is an inspiration to others or inspirational, what do we mean?  Can you list the things that make someone inspirational (using old PB p. 34)  Can you give an example of someone who you think is an inspiration to others? Why are they inspirational?  What good qualities has the person got?  If I said that I believe Jesus is inspirational, what examples from his life (sources as evidence) could I use to back this up?  What does the word ‘celebrity’ mean? (Famous because followed in social media, been on TV, written about in newspapers and magazines and photographed a lot).  How is a saint different from a celebrity? |
|  | **Show some understanding of discipleship by making links between beliefs about discipleship and sources from scripture (Jn13:34-35; 1Cor13:4-7; 1Jn3:18)** | This expectation requires pupils to use the bible texts on love (old PB, p. 44-45, new PB p. 45-46) and by using them show some understanding of what it means to be a disciple of Jesus and some of the actions required of a disciple. Pupils will see connections (make links) between some of the texts and actions in their own lives, specifically through drama.  The first text (john 13:34-35) is ‘explained’ by the next two in the sense of ‘what love looks like’ and that if it is love ‘you can’t keep it to yourself, but is shown in our actions’ (practice what you preach).    A good place to start will be to discuss with pupils what we mean by love. Teachers could give some quotes about love e.g.  “Love is the free self-giving of the heart” (YouCat 402)  “Not all of us can do great things. But we can do small things with great love.” (St. Teresa of Calcutta)  “Spread love everywhere you go. Let no one ever come to you without leaving happier.” (St. Teresa of Calcutta)  “Let us always meet each other with a smile, for a smile is the beginning of love.” (St. Teresa of Calcutta)  Basically, in exploring what love is, pupils will come up with words that are aspects of love, including gestures (smile, hugs, holding hands etc.) or equivalent words, e.g. caring, sharing, kindness, putting others first, welcoming, friendship, tenderness, compassionate, forgiving, merciful, golden rule etc.  After pupils reflect on these sayings (or better ones you can find) show them some (appropriate) “Love is…” cartoons. Pupils can then devise their own “Love is” cartoons based on the discussion.    Next pupils can be put into small groups and each group given one of the passages on love from the bible. Pupils are asked what the passage means and can be asked to explain some of the words in it, especially 1 Cor. 13:4-7 (dictionaries required). Each passage can be written on a large sheet with room for pupils to write down their interpretations. Teachers will need to unpack John 13:34 with all the pupils, particularly the emphasis on loving “just as I have loved you.” How has Jesus shown his love for us and in what way can that same love be shown by us? This could be about ‘putting another person before myself’ or could pick up some ideas from 1 Cor 13:4-7 and 1 John 3:18. The pupils then devise a drama to give an example of their interpretation. Each group reads their interpretation of the passage and presents their drama. The teacher could invite some comments or questions from other groups.  Individually, pupils can be given one of the passages and answer questions about what it means and then give some examples of it in practice in their own lives. | If a disciple of Jesus must be loving what does this look like?  How did Jesus love us?  How can we love in the same way Jesus loved us?  Read St. Paul’s description of love. Choose 3 phrases or words he uses to describe love and give examples how you could show this in your own life.  From your reading of different passages, what are the qualities of character and virtues required of a disciple?  What do you find most challenging about the life of a disciple? |
|  | **Make links between the parable of the two houses and the love of enemies to show some understanding of true discipleship (old book).** | Meeting this expectation involves pupils applying the teaching of Jesus in the Parable of the Two House Builders and Love of Enemies to show some understanding of what discipleship requires.  Using an activity called ‘Foundations for Living as a Disciple’ pupils are asked to sort statements into a Venn diagram between ‘Foundations for anyone’ and ‘Foundations for Disciples’  The statements incorporate Jesus’ teaching on Love of Enemies as well as lots of other things. *The key idea is that the parable of the Two House Builders teaches that Christians should build their lives on the words of Jesus and that these words should be put into practice.* The activity could be made very practical if the statements are cut out and placed on the diagram. The Venn diagram can be enlarged to A3 and used as a worksheet. Alternatively, teachers could use classroom Venn diagrams and the statements can be collated and stuck down in two columns in pupil books. Once the statements are placed and stuck down ask pupils to write about what true discipleship of Jesus looks like giving some practical examples. | Can you put Jesus’ words into action without knowing any?  What does that tell us about being a Christian?  Where can we hear Jesus’ words?  Where can we read Jesus’ words?  What words of Jesus do you know?  What differences are there between living life and living life as a disciple?  Can you give some ways you can live out Jesus’ teachings? |
|  | **Show some understanding of what Jesus meant by the Beatitudes by making links between The Beatitudes and Christian living (new book)** | Pupils following the new PB can meet this expectation by completing the 2 activities on page 49 of the new PB.  Another way of using the Beatitudes is to link them with the ‘Be Saints not Celebrities’ in the new PB pp. 60-63 and the emphasis on pages 62-63 on what is it that makes us truly happy. One of the booklets from RE Today, ***Re Ideas Fairness and Justice*** pp. 25-30 has a section on the Beatitudes as eight sentences for a happy world. If you do not have it in school, it costs £10 and can be bought via this link <https://shop.retoday.org.uk/9781905893980> | What are the Beatitudes?  What does each Beatitude mean?  What example can you give for each Beatitude? |
|  | **Begin to show understanding how the decisions of two Christians (e.g. St. Josephine Bakhita, St Edith Stein, Blessed Miguel Pro, Fr. Pedro Arrupe, St. Leopold Mandic, Pier Giorgio Frassati, and St. Damien de Veuster) are informed by Christian beliefs** | Meeting this expectation will require that pupils have a good knowledge of the lives and actions of at least two Christians presented in the PB.  Pupils will identify the main belief or beliefs of their chosen person and show how their decisions are informed by these beliefs.  ***Josephine Bakhita’s*** life story is quite harrowing and may not be appropriate for some pupils. The key belief that Bakhita’s life shows is how she learned of the power of forgiveness by becoming a Christian and having a close friendship with Jesus ‘the master’: Forgiving others is a duty Jesus gave to his followers. In Matthew 18:21-22 it says “Then Peter came to Jesus and asked, “Lord, how many times shall I forgive my brother or sister who sins against me? Up to seven times?” Jesus answered, “I tell you, not seven times, but seventy-seven times.” This teaching is also part of the prayer Jesus gave us “forgive us our trespasses, as we forgive those who trespass against us”.  Explore whether it is hard or easy to forgive by using the PDF resource sheet.  A young person after hearing of how Bakhita had suffered greatly at the hands of her slave owners asked her: "What would you do, if you were to meet your captors?" Without hesitation she responded: "If I were to meet those who kidnapped me, and even those who tortured me, I would kneel and kiss their hands. For, if these things had not happened, I would not have been a Christian.” She sees her faith as a great gift because her close friendship with Jesus enables her to forgive those who hurt her and has set her free from feelings of anger, resentment and revenge. The new PB links each inspirational person to a beatitude and Bakhita’s beatitude is ‘Blessed are the merciful’.  ***Brother Damien***: the key belief that informed the life of Damien was that everyone was precious to God, no matter what and God has a special love for those who are unloved and abandoned by others as was the case with the lepers on the island of Molokai. At his arrival on the island he spoke to the assembled lepers as "*one who will be a father to you, and who loves you so much that he does not hesitate to become one of you; to live and die with you*.” Damien realised that the love Jesus had for the unloved lepers that is shown by Jesus in the gospels (Jesus cures a Leper, Matthew 8:1-4, Cure of the Ten Lepers, Luke 17:11-19) needed to be shown to the lepers of Molokai by Damien becoming one of them. Damien puts the words about love from John into action (John 13:34; 1 John 3:18). Damien’s love for the lepers mirrored the love of Jesus because both understood love as forgetting yourself and putting others first (Mark 10:45 “the Son of Man [Jesus] came to serve, not to be served and to give his life…”)  Pupils could be given Picture 7 from *Picturing Jesus* (RE Today) Frank Wesley’s painting of Jesus ***Cleansing the leper***. There is a good account of the meaning of the image within the resource on page 8 and the picture card has questions for pupils to answer. You may have this resource in school. If not, it is well worth purchasing, see <https://shop.retoday.org.uk/9781905893195>  The new PB outlines the life of ***Pier Giorgio Frassati*** (1901-1925). His is a life well worth encouraging pupils to choose as one of their two inspirational people. His life clearly shows how his acts for those less fortunate than himself was influenced by the Parable of the Final Judgement (Sheep and Goats) in Matthew 25:31-46 from which the Church derives much of the 7 corporal works of mercy: to feed the hungry, to give drink to the thirsty, to clothe the naked, to give shelter to travellers, to visit the sick, to visit the imprisoned, and to bury the dead. | In what way(s) was …… an inspirational person?  From reading about your inspirational Christian, what is the one belief that they lived their life by?  Is it easy or hard to forgive?  Brother Damien gave his life to the lepers on Molokai. What does this mean?  In what ways is Giorgio Frassati an inspiration to young people?  What is it that enables Bakhita to forgive those who hurt her? |