

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Spring Term 2a Christian Concept: Forgiveness Theme: Forgiving and Being Forgiven

Year Group	Enquiry Questions	Essential Knowledge
FS	Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes?	Christian Belief 'Saying sorry and apologising' New Testament Jesus' Teaching: 'Turn the other cheek' Luke 6:29
Y1	Why did Jonah change his mind?	Christian Belief Revisit ideas from FS: 'Saying sorry and apologising' Old Testament Jonah Chapters 1-3
Y2	How does prayer help Christians start again?	Christian Belief 'Owning up and confessing' Old Testament Psalm 25:11-18; Psalm 32: 1-5;8-9;11 'Owning up and being forgiven' New Testament Jesus' Teaching: Lord's Prayer on forgiveness Matthew 6:5-14
Y3	How did Jesus show forgiveness to those who betrayed him?	New Testament Jesus' Life: Last Supper Luke 22:7-23 Trials of Jesus Luke 22:47 to Luke 23:25 Jesus forgiving Peter Mark 14: 27-31, 66-72. John 18:15-18; 21:15-19 Judas' betrayal Luke 22:1-6; 47-48
Y4	What did Jesus teach about forgiveness? Is it more important to forgive people or be forgiven by God?	New Testament Jesus' Teaching: Parable of the Unforgiving Servant Matthew 18:21-35 Parable of the Lost Son Luke 15:11-32 (visited in Year 4 'God') Jesus' Life: words on the cross; 'Father forgive them they don't know what they are doing' Luke 23:34
Y5	How & why do Christians confess their sins? Who do Christians believe God forgives?	Old Testament Proverbs 28:13 Christian Practice Confessional liturgy: 'confession and absolution' Compare ways of confessing in Catholicism and the Church of England New Testament Jesus' Teaching: Parable of Pharisee & Tax Collector Luke 18:9-14 (visited in Year 3 'Good News')
Y6	What is the difference between forgiveness and justice?	Old Testament Call for justice and repentance Amos 5:11-15a; 21-24 New Testament Jesus' Teaching: 70 x 7; Turn the other cheek Matthew 5:38-48 Parable of the Unforgiving Servant Matthew 18:21-28, Matthew 23:23, Luke 11:42 Paul's Teaching: Forgiveness 2 Corinthians 2:5 -11

EYFS UNIT Spring 2a: Forgiveness		Concepts: forgiveness, (Related concept: repentance)		Medium Term Plan FS
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why do people say sorry?</p> <p>Why do Christians say 'it doesn't matter' when people make mistakes?</p>	<p>The children will learn:</p> <p>About the words 'sorry' and 'apologise' and what they mean to Christians.</p> <p>Some of the reasons that Christians believe it is important to say, 'it doesn't matter' when people make mistakes.</p> <p>About what Jesus' may have been teaching when he said 'turn the other cheek'.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>Know what the words 'sorry' and apologise might mean.</p> <p>Expected <i>(All children)</i></p> <p>Why the words 'sorry' and 'apologise' might be important to Christians. What Jesus may have been meaning when he said 'turn the other cheek'.</p> <p>Exceeding <i>(Few children)</i></p> <p>Make links with the words 'sorry and apologise' and give examples from the everyday life of Christians. Explain with examples</p>	<p>Lesson 1-2: 'Saying sorry & apologising'.</p> <p>Ask: Have you ever done anything wrong? What did you do? What happened? Lead discussion into the need for saying 'sorry'. Ask: What do we mean when we say sorry? (Example answers: we say sorry when we hurt people or when we do something wrong).</p> <p>Using puppets tell a story about saying 'sorry and apologising' or choose one of many early years story books on saying sorry eg</p> <ul style="list-style-type: none"> • Don't hit your sister, by Myra Barns. • I'm sorry by Sam McBratney • Mouse Say "Sorry" (Hello Genius) • Lucy's Quarrel (Lucy and Alice Story) by Jennifer Northwa <p>Ask the children to show you what kind of face they have when they say they are sorry. Why? Role play saying sorry for something in pairs.</p> <p>Over the week role play in home corner/small construction, drama, songs and games involving saying "Sorry" in a range of situations eg 'Sorry that's okay' rap: https://www.youtube.com/watch?v=i195y_4X-A4</p> <p>Watch 'Saying I'm Sorry' Hello kitty story: https://www.youtube.com/watch?v=Gx9h0vn0oWE</p> <p>Draw pictures about being sorry and write simple sentences about why we are saying sorry; eg I am sorry because.....</p>	<p>sorry</p> <p>apologise</p> <p>forgiveness</p> <p>God</p> <p>Resources</p> <p>children's Bible</p> <p>speech bubbles</p> <p>post-its</p> <p>'sorry' card</p> <p>template</p>

		<p>what Jesus may have been meaning when he said 'turn the other cheek'.</p>	<p>Introduce the word 'apologise'. What does this mean? (NB it's both 'being sorry' for doing something and 'saying sorry').</p> <p>Ask: Why do Christians think it is so important to say sorry when we get something wrong? (NB Stress it's because we also upset God when we get it wrong, (If appropriate introduce the word sin))</p> <p>Lesson 3-4: 'Turn the other cheek' Luke 6:29-31</p> <p>Recall some of the stories from last week. Explore how people in the stories receiving the 'sorry' reacted. Think about different responses that might be possible: shout back; argue back; say it's ok; say it's ok but still feel hurt; walk away; never speak again.</p> <p>Add to last week's pictures the people's responses to I'm sorry' by drawing speech bubbles on the pictures.</p> <p>Explain you are going to think a bit more about what happens to the person who receives the apology by looking at some words from the Bible Jesus' taught. Explain the words say what we should do when someone hurts us. Tell the class Jesus' words from Luke 6: 29.</p> <p>TA and Teacher role play what Jesus was saying in an imaginary scenarios giving two different examples of endings of what might happen next if a person turns the other cheek. Ask the class for their response. Ask: Why do you think Jesus said this is the right response? Is it always right to do this? Why? Why not?</p>	<p>Luke 6:29-31</p> <p><i>If anyone hits you on one cheek, let him hit the other one too; if someone takes your coat, let him have your shirt as well.</i></p>
--	--	--	--	---

			<p>Explore these words more in role play with toys.</p> <p>Discuss the idea of loving others, self control and not hitting back, treating others as you want to be treated and avoiding further conflict. Ask: Is it hard to do what Jesus said? Why might it be important for Christians to do this? Who might help them?</p> <p>Draw two pictures side by side; one scenario showing what happens when a person hits back and one that shows what happens when someone offers the other cheek. Write underneath a sentence explaining what might happen next in each picture (eg peace; argument).</p> <p>Assessment: Role play in pairs 'saying sorry and apologising'. Explain in the role play why it might be important for Christians to do this. Write sentences and draw a pictures explaining what Jesus said about 'turning the other cheek and if possible why.</p>	<p>³¹ <i>Do for others just what you want them to do for you.'</i></p> <p>NB one of the reasons Jesus said this was at that time the Romans had invaded the country and had taken over.</p>
--	--	--	--	--

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why did Jonah change his mind?</p>	<p>The children will learn:</p> <p>About the story of Jonah.</p> <p>That Christians believe it is important to say 'sorry' and apologise.</p> <p>That changing your mind (repentance) about your actions affects what people do next.</p> <p>The reasons that Jonah may have changed his mind.</p> <p>How feelings and belief in God might influence the behaviour of Christians.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>Recall some of the details of the story of Jonah.</p> <p>Know that God forgave him because he said 'sorry' and apologised.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>Recall most of the details of the story of Jonah.</p> <p>That Jonah wanted to please God and changed his minds and actions accordingly.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>Recall all the main details of the story of</p>	<p>Lesson 1</p> <p>Take the children into a large space and give them scenarios relevant to them eg snatching toys, telling the truth, something that has been deliberately broken or someone hurt, walking sensibly around school. Ask them to choose who in the scenario was doing the right thing. Reflect on their choices for each scenario and ask them to give reasons to explain why.</p> <p>Ask the question 'What could the person in the wrong say? (Link to previous work FS on saying 'sorry' and apologising). Ask the children if they have ever had to apologise for something. Role play scenarios. Children to write a short sentence describing a time when they have been sorry and why. Ask: Is it important to forgive people? Why? Discuss with a talk partner a time when they have shown forgiveness to someone else? Ask: What would the world be like without forgiveness?</p> <p>Show a picture of the story of 'Jonah and the Whale'. Ask if any of the children know the story already. Tell the story of Jonah 1:1-2. Stop at suitable points in the story and ask the children to discuss with a talk partner, what they think Jonah will do next. Share ideas as a class. Continue the story from Jonah 1:3-17. Discuss what he did do. Give the children a picture of Jonah and a speech bubble. Ask them to fill in the speech bubble in role as Jonah explaining their reason/excuse for not obeying God.</p> <p>Lesson 2-3</p>	<p>repentance</p> <p>forgiveness</p> <p>change mind</p> <p>God</p> <p>Resources</p> <p>children's Bible</p> <p>pictures of Jonah</p> <p>speech bubbles</p> <p>post-its</p> <p>'sorry' card</p> <p>template</p> <p>paper and craft materials for poster</p>

		<p>Jonah. Understand why Jonah changed his mind and relate the idea to their own lives today.</p>	<p>Recall the story from previous lesson.</p> <p>Reflection: How do you think God may have felt when Jonah didn't do as he was asked? Ask the children if they have ever been asked to do something and have chosen not to do it. Discuss. How do you think people involved feel when you do not do what you are asked to do?</p> <p>Explore Jonah 2. Discuss how Jonah was feeling inside the whale. Use Thinking Skills: Conscience Alley activity with one child in role as Jonah, walks between two lines of children. As 'Jonah' walks through, each person he passes needs to give him advice on what they think he should do if he gets out of the whale (Teacher/TA to scribe ideas). Once 'Jonah' has received advice he/she decides what they will do next based on the advice given.</p> <p>Role play different choices Jonah might make and show to the rest of the class. Vote as a class on what Jonah should do next.</p> <p>Continue the story from Jonah 3. Ask: Are you surprised by his decision? Is his decision the same as we advised him to do? Do you agree with his decision? Why did he change his mind? (Record answers on post-its). Discuss how Jonah wanted to please God, how he had seen the power of God and realised that he should do as he had been asked and that it was the right thing to do.</p> <p>Reflection - How did Jonah ask God for forgiveness (prayer)? How can Christians ask God for forgiveness? Make a 'sorry prayer card' a Christian might use. Ask: How does God forgive people?</p> <p>Discuss how God forgave Jonah even though he had not obeyed.</p>	
--	--	---	--	--

			<p>Lead discussion around to prayer. Create a poster for the local church encouraging Christians to ask God for forgiveness when they have done something wrong. Include positive messages and images.</p> <p>Reflection – How can Christians show forgiveness when they have been wronged? What might they say about this to God?</p> <p>Assessment</p> <p>Draw two pictures; one showing what Jonah did before being swallowed and one showing what he did afterwards. Write underneath a sentence explaining why he changed his mind.</p>	
--	--	--	---	--

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does prayer help Christians start again?</p>	<p>The children will learn:</p> <p>Jesus taught about prayer.</p> <p>Some of the suggested meaning in the Lord’s Prayer.</p> <p>How confession of sin helps people start again.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can describe briefly some of what Jesus taught about prayer.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can explain what part of the Lord’s prayer is about and how it might help Christians feel forgiven so they can start again.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can explain what part of the Lord’s prayer is about and how it might link to Christians lives today.</p>	<p>Lesson 1</p> <p>Recall previous work related to Jesus’ teaching on forgiveness.</p> <p>Place a variety of pictures around the room showing children making mistakes eg in playground saying sorry to the teacher or telling the teacher about a fight that has erupted.</p> <p>Think, Pair, Share. Ask: What might be happening in the picture? What do you do when you make a mistake?</p> <p>What do you do when someone makes a mistake against you?</p> <p>Collect children’s ideas. Ask: What kind of words do you use when you make a mistake? Draw out the idea of; owning up’ and introduce the concept of ‘confessing’. Add a further set of pictures of people saying sorry to God in church or in prayer on their knees alone. Ask: What might these people be doing? Draw out the idea of saying sorry to God and explain that the class is going to look at this idea a bit more in future lessons.</p> <p>Lesson 2-3</p>	<p>love</p> <p>forgiveness</p> <p>reconciliation</p> <p>confessing</p> <p>owning up</p> <p>Jesus taught people to forgive even an enemy.</p> <p>Resources</p> <p>variety of pictures of children making mistakes and pictures of people in church from Google images.</p>

			<p>Read together the Lord's Prayer. Sing songs about Lord's Prayer eg http://www.ishmael.org.uk/prayer_room.php</p> <p>Look at illustrations of the Lord's Prayer. See http://www.coloring.ws/prayer.htm</p> <p>Discuss what verse 12 on forgiveness might mean. Ask the class to write it in their own words and more modern language.</p> <p>Read more examples: http://www.lords-prayer-words.com/lord_contemporary_message_bible.html#contemporary#ixzz39jAgFwRT</p> <p>Ask the class to describe situations in school when they may like to say the words in this verse, eg falling out in class; stealing.</p> <p>Give groups of 3-4 children an enlarged copy of the lines in the verse Matthew 6:12.</p> <p>Ask the groups to illustrate and rewrite these verses using two pictures, one for each line:</p> <p style="padding-left: 40px;">'Forgive us our sins'</p> <p style="padding-left: 40px;">As we forgive those who sin against us'.</p> <p>Lesson 4-5</p> <p>Ask: How do you feel when you 'own up to something</p>	<p>Matthew 6:5-14</p> <p>songs about the Lord's Prayer.</p> <p>web site examples</p>
--	--	--	--	--

			<p>you have done wrong?</p> <p>Read and explore selected verses from Psalms 25:11-18 and Psalm 32: 1-5; 8-9; 11 Explore the idea of the Psalmist saying sorry to God in these two Psalms. Read each Psalm from the Good News version. Explain any words the class don't understand. Stop at set points: before and after the Psalmist confesses. Ask: How is the Psalmist feeling? What might have happened to make him feel this way? What does the Psalmist say to God? Ask of God? Why might this be different than owning up to friend?</p> <p>Discuss how the psalmist may have felt before confessing to God and afterwards.</p> <p>NB Explain and introduce the idea of 'sin' and 'confessing sin' as something that <i>a person has done that God doesn't like; a mistake against God.</i></p> <p>Give selected verses from the Psalms on large sheets to groups of 4 children. Underline words in two different colours that are about 'confessing' and 'forgiveness'. Class feedback and build a bank of words related to each idea. Ask: Can you add any other words to the list? Get the groups to illustrate a 'before and after confessing sin' picture of the Psalmist showing what happens when sin is confessed to God. Ask: How does prayer help the Psalmist start again? Add sentences to the pictures that show what might have happened to a person after confession of a sin. Ask: How might it change the person once a sin</p>	<p>copies of:</p> <p>Psalms 25:11-21</p> <p>Psalm 32:1-5; 8-9; 11</p> <p>pictures of people making mistakes</p> <p>pictures of people confessing sin to God</p>
--	--	--	--	---

			<p>has been confessed to God? Discuss.</p> <p>Assessment</p> <p>Link back to lesson 1 and provide modern pictures of people confessing to God: saying sorry to God: eg in church; in prayer on their knees. Ask: What might these people be doing? Add thought bubbles and speech bubbles that suggest things people might say to God and what God may say in return. Encourage the children to complete the sentence: 'Confessing sin to God helps Christians to.....'</p>	
--	--	--	--	--

KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How did Jesus show forgiveness to those who betrayed him?	<p>The children will learn:</p> <p>To identify and explain trust and betrayal in the Easter story.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can describe a bit about how Jesus was betrayed by those he trusted.</p> <p><i>Expected</i></p> <p><i>(All children)</i></p> <p>I can explain the part Judas and Peter played in betraying Jesus. I can suggest why it was important for Jesus to forgive. I can describe what Christians might learn from their behaviour.</p> <p><i>Exceeding</i></p> <p><i>(Few children)</i></p> <p>I can suggest why Judas and Peter may have betrayed Jesus making links to life today.</p>	<p>Lesson 1</p> <p>Recall previous work related to Jesus' teaching on forgiveness.</p> <p>Play trust games eg leading a partner blindfold; putting a hand in feely bag. Discuss what it means to trust someone. Recall any Bible stories the class know where disciples trusted Jesus eg call of Andrew and Peter.</p> <p>Ask the class to recall or link any other parts of the Easter story they can remember to ideas of trust; forgiveness; betrayal and reconciliation.</p> <p>Read the story of the Last Supper Luke 22:7-23.</p> <p>Ask: What might happen next? Predict the ending.</p> <p>Lesson 2</p> <p>Give copies of the trials of Jesus to groups of 4: Luke 22:47 to Luke 23:25; Read together. Ask the children to underline parts in the text that shows the need Jesus had to forgive eg cross; Pilate; Peter's denial.</p> <p>Role play Peter's denial in the courtyard found in Mark 14:27-31; 66-72; Read story of Peter's denial Luke 22:7-23. Explore the various feelings of all the characters involved. Freeze frame and stop the drama at suitable points to discuss Peter's feelings. Take digital photos of the freeze frames and annotate them. Use Thinking Skills strategy: 'Conscience Alley', based on Peter</p>	<p>trust</p> <p>forgiveness</p> <p>Judas</p> <p>betrayal</p> <p>loyalty</p> <p>Gethsemane</p> <p>Jerusalem</p> <p>Resources</p> <p>Good News Version</p> <p>Luke 22:1-6;7-23;</p> <p>Luke 22:47– 23:25</p> <p>Mark 14: 27-31, 66-72.</p> <p>John 18:15-18,</p> <p>John 21;15-19</p>
	<p>How to talk about the importance of forgiveness.</p> <p>To describe what people could learn from the behaviour of Peter and Judas.</p>			

			<p>seeking advice as to what to do whilst in courtyard.</p> <p>Lesson 3</p> <p>Ask: Why did Peter deny Jesus? What would Peter write in his diary that evening? Or what would you write in a class magazine advice column to Peter. Discuss. Using a writing frame write the extract. Explore Peter's feelings and actions as he betrayed Jesus and afterwards. Create artwork based on Peter's feelings before the denial and afterwards, (eg using a 3d outline of a body create a description of his character before and after he had betrayed Jesus).</p> <p>Lesson 4</p> <p>Discuss in pairs: Do you think that this event changed Peter? Jesus forgives Peter and gives him a very important job, discuss why? (John 21:15-19; Matthew 16; 18.). Explore Jesus' subsequent forgiveness and restoration of Peter 3 times and then Jesus giving Peter a job to do. Role play the conversation between Jesus and Peter. Ask: How did they both feel? What questions would you like to ask Peter or Jesus? If you had been Peter standing in front of Jesus how would you have felt?</p> <p>Do you think it was easy for Jesus to forgive someone who had betrayed him? Create collages entitled: 'What is real forgiveness?'</p> <p>Lesson 5</p> <p>Similarly explore in drama and art the betrayal of Judas. Ask:</p>	Matthew 16:18
--	--	--	---	---------------

			<p>What does it mean to betray someone? How does it feel? Why do you think Judas betrayed Jesus? Was it worth it? Why didn't Jesus stop him? Is Peter's betrayal different to Judas'? What would you like to ask Judas? Think, Pair, Share. Role play. Freeze frames.</p> <p>Assessment</p> <p>Write an advice column response to either Peter or Judas asking for advice before they were about to betray Jesus. Ask the class to focus on forgiveness that might be needed if Peter or Judas act in a certain way.</p>	
--	--	--	---	--

KEY STAGE 2 UNIT		Spring 2a: Forgiveness	Concept: forgiveness (Related concepts: sin; reconciliation)	Medium Term Plan Year 4
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What did Jesus teach about forgiveness?	The children will learn:	By the end of this unit:	Lesson 1	love
	<p>Jesus taught about forgiveness.</p> <p>Jesus demonstrated forgiveness in his life.</p> <p>Christians believe that God forgives those who love God and who are sorry for wrong actions.</p> <p>Christians believe that they should forgive others.</p>	<p>Emerging</p> <p><i>(Some children)</i></p> <p>I can describe some of the key teachings of Jesus on forgiveness. I can suggest how the teaching may apply to Christians.</p> <p>Expected</p> <p><i>(All children)</i></p> <p>I can make links with the Jesus teaching on forgiveness and how it may be expressed in a Christian's life.</p> <p>Exceeding</p> <p><i>(Few children)</i></p> <p>I can describe how Jesus' teaching on forgiveness might influence others; suggest what it might mean and give my views on it. I can suggest important questions it may raise.</p>	<p>Recall previous work related to Jesus' teaching on forgiveness.</p> <p>Ask the children to create their own freeze frame of an incident where they needed to forgive someone who had hurt them. Discuss if they had found it easy or difficult. Ask: What did you decide to do? Discuss in pairs ideas about forgiveness. Record ideas, phrases and opinions on class wall. Tell the story of the unforgiving servant, Matthew 18:21-35. In pairs discuss what they think Jesus was trying to teach people from this story. Ask: Do they agree with his teaching? Do you think it is ever right not to forgive? Can they think of specific incidents when this might be the case?</p> <p>Lesson 2</p> <p>Revisit the story of the Lost Son Luke 15:11-32. (Studied in Year 2 'salvation'). Stop at appropriate parts of the story and asks the children what they would do. Discuss in pairs. At the end of the story ask the children in groups of four to discuss: Which son did what the father wanted? Why do they think the sons behaved as they did? What can we learn from this story about doing and saying? Is 'doing' not just 'saying' the right thing more important? Do you agree with the father's actions?</p>	<p>forgiveness</p> <p>reconciliation</p> <p>NB Jesus taught people to forgive even an enemy. He showed it himself from the cross.</p> <p>Resources</p> <p>'Where to start with a Bible story? Parables 2011' published by Chester Diocese page 32-33.</p> <p>Rembrandt's picture or modern images- see Google images</p> <p>Lion Storyteller Bible</p> <p>Good News Bible for</p>

			<p>What would you have done? Using 'Conscience Alley' strategy create a dilemma activity to look at the father's actions or son's actions. Introduce the idea of reconciliation.</p> <p>Lesson 3</p> <p>Show Rembrandt's artistic impression of the story of the Lost Son or other modern examples. (Don't tell the class the theme of the paintings beforehand). Ask: What does the picture show you about the father? If you could choose a title for these pictures what would it be and why? What questions would you want to ask the father? What excites them/surprises you about the picture? Can this picture teach us anything Christians believe about God? Discuss. Ask: if you had been there that night what you have done? What do you think Jesus told this story? What do you think it means? Record answers. (Explain Christians believe this father is like God who always loves and forgives them when they say sorry; welcomes them back and he wants them to do the same to others).</p> <p>Lesson 4</p> <p>Ask the class to recall previous parts of the Easter story they can remember studied in Year 3 where ideas of God's love, forgiveness, betrayal and reconciliation were involved. Give different parts of the Easter story to groups of four: Last Supper Luke 22:7-23; Trials of</p>	<p>texts</p> <p>copies of selected parts of the Easter story</p>
--	--	--	--	--

Is it more important to forgive people or to be forgiven by God?

Jesus Luke 22:47 to Luke 23:25;

Jesus forgiving Peter Mark 14: 27-31, 66-72. John 18:15-18; 21:15-19; Judas' betrayal Luke 22:1-6; 47-48.

Each group reads parts of the story from the Bible and identifies aspects of God's love, forgiveness, betrayal, reconciliation. Give each group a copy of:

'Jesus said, as he was crucified, 'Father, forgive them for they don't know what they are doing?' (Luke 23:34)

Ask: Who did Jesus want God to forgive?

Discuss why Jesus felt this was important.

Lesson 5

Recall previous work on Lord's Prayer and the lines of forgiveness that Jesus taught people to pray. 'Forgive us our sins as we forgive those who sin against us.'

Ask: How could God's forgiveness of people be linked to their forgiveness of others? Share ideas. Discuss further in small groups. Share with the class.

P4C activity: teacher sets up a community of enquiry about forgiveness. Class vote on a question they would like to discuss in more depth.

Lesson 5

Discuss: What does Jesus' teaching mean for Christians

			<p>today? What is true forgiveness?</p> <p>Is it more important to forgive people or to be forgiven by God? Give groups of children selected quotations from the Bible previously studied and ask them to consider what Jesus might have been teaching. Use the Lord's prayer, words spoken from the cross and quotations from parables studied.</p> <p>See Matthew 18:21-22; 35; Luke 15:32.</p> <p>Discuss: What does Jesus' teaching mean for Christians today? What is true forgiveness?</p> <p>Is it more important to forgive people or to be forgiven by God? Class vote on which they think is most important or are they both equally important? Ask the children to justify their answers. Record.</p> <p>Lesson 6</p> <p>Study examples of forgiveness from real lives and current modern day examples from the media. Use similar strategies to those previously used.</p> <p>Assessment</p> <p>Children create a poster that has four pictures:</p> <ol style="list-style-type: none">1. Something Jesus taught about forgiveness;	
--	--	--	---	--

			<p>2. One way Jesus demonstrated forgiveness;</p> <p>3. One example of effect Jesus' teaching has on a Christian's behaviour today;</p> <p>4. What real forgiveness and reconciliation should be like.</p> <p>Ask the children to then explain/describe the meaning of their poster in sentences under each smaller picture.</p>	
--	--	--	--	--

KEY STAGE 2 UNIT		Spring 2a: Forgiveness	Concepts: forgiveness (Related concepts: reconciliation; sin)	Medium term Plan Year 5
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
How and why do Christians confess their sins?	<p>The children will learn:</p> <p>A definition of what sin is</p> <p>Christians believe that God forgives those who love God.</p> <p>That confession is important to Christians.</p> <p>Why Christians believe that they should forgive others.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p>(Some children)</p> <p>I can describe some of the key teachings of Jesus on forgiveness. I can suggest how the teaching may apply to Christians.</p> <p><i>Expected</i></p> <p>(All children)</p> <p>I can make links with the Jesus teaching on forgiveness and how it maybe expressed in a Christian's life.</p> <p><i>Exceeding</i></p> <p>(Few children)</p> <p>I can describe how the teaching of Jesus on forgiveness might influence others, suggest what it may mean and give my views on it. I can suggest important questions it may raise.</p>	<p>Lesson 1</p> <p>Recall previous work related to Jesus' teaching on forgiveness and sin.</p> <p>Show Lion King extracts using examples of 'mistakes' from the film eg Hyenas taunting Simba or the Hyenas killing his dad. Discuss what happens. How do the characters feel as a result of their mistakes?</p> <p>Ask the children if they have ever said anything hurtful to someone. Encourage them to admit this and put up their hands. Explain they have just confessed. Christians call sin <i>a mistake committed against God</i>. Illustrate the differences and similarities between a sin against God that needs God's forgiveness (eg blasphemy; loving things more than God) and aspects of sin that may also be against God but will also need others to forgive us (eg stealing; lying). Look at examples of a Christians understanding of 'sin' in real life. Each child in groups writes down a sin eg stealing; murder; lying.</p> <p>Ask the class to order them in order of severity. Ask: Is one sin worse than another? Discuss.</p> <p>Lesson 2</p> <p>Tell a modern day story about a character that owns up to something they have done wrong.eg 'Will you forgive me?' by Mercer Mayer or 'I am extremely absolutely boiling' by Lauren Child. For further selection see http://lds.net/blog/life/books-</p>	<p>sin</p> <p>absolution</p> <p>confession</p> <p>forgiveness</p> <p>reconciliation</p> <p>Resources</p> <p>Lion King video extracts.</p> <p>Lion Storyteller Bible</p> <p>Good News Bible for texts</p>

<p>Who do Christians believe God forgives?</p>			<p>forgiveness/ Class feedback and build up a wall of words that shows how people might feel after confessing something they have done wrong. Explain how confessing sin to God is different from confessing it to people as it recognises God is hurt by people's sin. Children write imaginary letters to God pretending to be a character from the story asking God to forgive them for something they have done.</p> <p>Lesson 3 Show a picture of a confessional box and if possible a video clip of it being used by a priest. Explain how this works in Catholicism (sacrament of penance). Look at role of priest. For Teacher's background information: https://www.youtube.com/watch?v=Wz5-vu6A58E Explore confession in Church of England services. Read the liturgical prayer used by congregation and priest. Discuss: What are the prayers saying? Teacher introduces the word 'absolution'. Children create freeze frames and say how people may be feeling in the moment from both traditions before and after the confession and absolution. Alternatively, ask pupils to write their own 'confessional' prayer for a service.</p> <p>Lesson 4 Class collect different types of 'sin' from news items where families and victims might need to forgive or have been forgiven. Explore modern day news examples (See Year 4 planning on forgiveness). Ask: Could they have forgiven in that situation? Do you think God would have forgiven the people</p>	<p>storybooks about doing things wrong.</p> <p>picture of a confessional box</p>
---	--	--	--	--

			<p>involved in the 'sin'? Discuss. Reinforce the idea of sin being something committed against God. Ask: What might the person committing the sin say to God? What might God say to them? Record ideas in thought bubbles.</p> <p>Lesson 5 Explore the 'Parable of the Tax Collector and the Pharisee' Luke 18:9-14. Role play the conversation between God and each character. Ask: What is similar and different between the characters in this scenario and their confession prayer to God? Why did Jesus tell this story? What can Christians learn from this story? (Parables Book pages 28-29 for example lesson).</p> <p>Lesson 6 Debate the following questions in small groups: Should God forgive these characters in the parable? Does God forgive everyone anything? Is attitude in confession important to God? If we don't forgive others will God forgive us? Why do Christians believe they should forgive others? Provide post-its and encourage children to visit each question and add their thoughts. Use Round Robin strategy visiting one another's ideas and adding other post-its to other group's answers. Read Proverbs 28:13 together. Discuss what it may mean. Develop all children's ideas about forgiveness written on 'bricks' into a class 'wisdom wall.'</p> <p>Assessment Children draw an annotated picture that shows what someone maybe thinking before; during and after confession to God and absolution.</p>	<p>Absolution: A release from consequences, obligations, or penalties; of the punishment for sin, made by a priest in the sacrament of penance on the ground of authority received from Christ.</p> <p>current news items</p>

				<p>'Where to start with a Bible story? Parables-2011'</p> <p>published by Chester Diocese</p> <p>2011</p> <p>A copy of Proverbs 28:13</p>
--	--	--	--	---

KEY STAGE 2 UNIT		Spring 2a: Forgiveness	Concepts: forgiveness (Related concepts: reconciliation; sin)	Medium Term Plan Year 6
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What is the difference between forgiveness and justice?	<p>The children will learn:</p> <p>About what the Bible teaches about forgiveness, repentance and justice in the texts studied.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can describe some of the key teachings of the Old & New Testament on forgiveness, justice and repentance.</p>	<p>Lesson 1-2</p> <p>Recall previous work related to forgiveness. Ask: What is forgiveness? Draw out as many definitions as possible.</p> <p>(Example answers: to stop feeling anger toward someone who has done you wrong; to stop blaming someone; to stop expecting payment for a wrong against you; to release any feeling of resentment towards someone; the process of forgiving or being forgiven).</p> <p>Create a Wordle wall display on definitions of forgiveness in class. Explain that Jesus when asked about forgiveness said people should forgive not 'seven times but seventy times seven'. Matthew 18:21-22. Ask: What do you think he was really saying? Draw out the idea Jesus wanted people to forgive an endless number of times and went on to give a parable about forgiveness.</p> <p>Parable of the Unmerciful Servant Matthew 18:21-28 (visited in Yr4). Explore the story. Role play story highlighting the choices each character has by stopping at different points of the story using freeze frames and thought bubbles. Use Thinking Skills strategy 'Conscience Alley' exploring the choices the unmerciful servant had. Ask: Who showed most mercy in the story? Who acted most justly? What would you have done? Watch a modern version of the story https://www.youtube.com/watch?v=n-Dl5dqLz5M Ask: Did the man in the story act justly? Was his punishment fair? Are there consequences for his poor behaviour? Are there things that you would forgive and things that you wouldn't forgive? What can Christians</p>	<p>sin confession forgiveness reconciliation justice repentance</p> <p>Resources</p> <p>copies of all the texts for each lesson from Good News Bible</p> <p>YouTube clip of 'Parable of the unmerciful servant'</p>
	<p>About the relationship between justice and repentance in the Old Testament</p>	<p><i>Expected</i> <i>(All children)</i></p> <p>I can make links with some Biblical teaching on forgiveness, repentance and justice and how it maybe expressed in a Christian's life through key beliefs and action.</p>		
	<p>Christians believe that God forgives those who love God.</p>	<p>I can raise some questions about the material studied.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can describe how the teaching on forgiveness, justice and repentance might influence Christians, suggest what it may mean</p>		
	<p>Why Christians believe that they should forgive</p>			

	<p>others.</p> <p>Some questions are difficult to answer.</p>	<p>and give my views on it. I can suggest answers to important questions it may raise.</p>	<p>learn about God from this story? What questions does the story raise?</p> <p>Give the class a set of four or five different scenarios about forgiveness in situations in school and ask groups of 4 to discuss them using the following questions:</p> <p>Should the people in the example scenarios forgive?</p> <p>What or who is wrong in the situation? Who started it? Whose fault is it? Who has been hurt and is a victim? What would you do in this situation? Does forgiving help anyone? Where might forgiveness lead to reconciliation with someone else? Discuss.</p> <p>Ask: How could Jesus' teaching of forgiving 70 x7 or 'Turn the other cheek' Matthew 5:38 be applied here? Is it hard to do? Why/why not? Are there any consequences that need to be addressed?</p> <p>Feedback. Build up a picture of questions about forgiveness that are difficult to answer.</p> <p>Ask: What is Jesus trying to teach people about forgiveness in the passages looked at so far? Remind the class of verses on forgiveness in Lord's Prayer, 'Forgive us our sins as we forgive others'. Discuss.</p> <p>(Example answers: Jesus was showing God wanted people to treat each other justly even if they did not deserve it; Jesus was teaching people what God is like; Jesus wanted people to forgive just as God forgave them; God isn't pleased with those who don't forgive after they have been forgiven themselves; forgiveness isn't fair because you don't get even; it goes further than the idea of what is fair as it is about love; forgiveness reconciles people with each other and with God).</p>	<p>cards with forgiveness questions on</p> <p>(eg scenarios you could use: taking & using another person's belongings without permission damaging them in the process; an unpopular child is bullied verbally by your friends; someone you and your friends dislike because they spoke nastily to you wants to join in your game;</p>
--	---	--	---	---

Lesson 3

Ask: What is also involved in the forgiveness process in the scenarios we looked at in the previous lesson? (eg acting rightly, allowing and taking consequences carried out for poor behaviour; showing mercy). Give the children a set of other more difficult scenarios eg murder or racism to discuss from adult life. You can selectively choose ones from <http://theforgivenessproject.com/stories/> or current news stories. Examine these stories using the same questions about forgiveness as before. Feedback. Add to previous ideas. Add in extra questions: Has justice been done for victims involved here? Should it? How? Discuss.

Define what the word 'justice' means. (Example answers: just behaviour or treatment; the principle of determining right behaviour; to administer the right punishment or reward; upholding the rightness of a cause). Compare with the definition of 'forgiveness' which releases or lets people off an offence and 'justice' which gives people the deserved punishment.

Give the class copies of the following texts:

Amos 5:21-24 'Call for justice & repentance'

21 The LORD says, "I hate your religious festivals; I cannot stand them! 22 When you bring me burnt offerings and grain offerings, I will not accept them; I will not accept the animals you have fattened to bring me as offerings. 23 Stop your noisy songs; I do not want to listen to your harps. 24 Instead, let justice flow like a stream, and righteousness like a river that never goes dry.

Amos 5:11-15a; 21-24.

You levy a straw tax on the poor and impose a tax on their grain. Therefore, though you have built stone mansions, you will not live in them; though you have

your close friends decide to cheat in a test and you do not agree with them; someone hits you at school and hurts your arm so much you can't write properly).

planted lush vineyards, you will not drink their wine.

¹² For I know how many are your offenses and how great your sins.

There are those who oppress the innocent and take bribes and deprive the poor of justice in the courts.

¹³ Therefore the prudent keep quiet in such times, for the times are evil. ¹⁴ Seek good, not evil, that you may live. Then the LORD God Almighty will be with you, just as you say he is. ¹⁵ Hate evil, love good; maintain justice in the courts. Perhaps the LORD God Almighty will have mercy on the remnant of Joseph.

Ask each group to decide what God was displeased with (sin) and what might be expected by God from the people so justice and righteousness would flow like a 'never ending stream'.

Explain to the class the background to the passages is God's Old Testament prophet Amos was trying to get the people of Israel to change their mind (repent) and seek God so that they may live and not face judgement.

Ask: What would happen if the people changed their ways? What did God say would happen if they didn't change their ways and seek his forgiveness? Is this fair? How does forgiveness and justice fit together here? In the Old Testament does God forgive those who act justly? Collect ideas.

Lesson 4

Ask: How are forgiveness and acting justly closely linked in Jesus' teaching?

Matthew 23:23: *"Woe to you, teachers of the law and Pharisees, you hypocrites! You give a tenth of your spices—mint, dill and cumin. But you have neglected the more important matters of the law—justice, mercy and faithfulness. You should have practiced the latter, without neglecting the former.*

Luke 11:42: *Woe to you Pharisees, because you give God a tenth of your mint, rue and all other kinds of garden herbs, but you neglect justice and the love of God. You should have practiced the latter without leaving the former undone."*

Ask: What is Jesus saying God doesn't like? What is the connection

between acting justly and forgiveness from God? Ask: How should the Pharisees and teachers of the law act instead? Role play and discuss. Connect back to earlier texts looked at.

Lesson 5

2 Corinthians 2:5-11 'Forgiveness for the Offender'

⁵ Now, if anyone has made somebody sad, he has not done it to me but to all of you—in part, at least. (I say this because I do not want to be too hard on him.) ⁶ It is enough that this person has been punished in this way by most of you. ⁷ Now, however, you should forgive him and encourage him, in order to keep him from becoming so sad as to give up completely. ⁸ And so I beg you to let him know that you really do love him. ⁹ I wrote you that letter because I wanted to find out how well you had stood the test and whether you are always ready to obey my instructions. ¹⁰ When you forgive people for what they have done, I forgive them too. For when I forgive—if, indeed, I need to forgive anything—I do it in Christ's presence because of you, ¹¹ in order to keep Satan from getting the upper hand over us; for we know what his plans are.

Ask groups of 4 to summarise the verses into their own words using 4 sentences. Give them a time limit. Discuss. Create flowcharts with words and pictures that explain what Paul is saying. (ie someone made a mistake, they are punished, everyone is affected, he is forgiven and encouraged by others, he is shown love, he is also forgiven by Paul and Jesus, all is well and Satan doesn't get the upper hand).

Ask: What new teaching do we see in this passage that might help Christians with forgiving and acting justly?

(Example answers: forgiveness is an act of obedience; sin affects everyone; God expects people to act justly even if someone has done something wrong). Link back to Lord's Prayer: 'Forgive us our sins as we forgive those who sin against us.'

Assessment

Ask: You can't have forgiveness and justice. Do you agree?

			Write a reflection diary entry from a Christian's point of view that explains the connection between the two ideas. The entry must try to answer the question: What is the difference between forgiveness and justice?	
--	--	--	--	--