

Unit title	Year	Background notes
What can we learn from stories about children?	1	<p>In this unit, children will be encouraged to talk about stories that are told about their own childhoods. They will then hear & explore some stories that are told about childhood episodes of some key religious figures. They will also think about why these stories are special for people in the communities in which they are told.</p> <p>The story of the young boy Jesus being found in the Jerusalem Temple – the only boyhood story told about Jesus in any of the four Gospels – is explored again in the Year 5 unit, <i>Why is Jesus important to Christians?</i></p> <p>Please note</p> <p>The activities below are meant only as a guide; teachers should feel free to adapt & develop activities to meet the needs of their individual classes. The key questions & associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key questions	Concept/s	Learning outcomes	Suggested activities	Resources
Which stories can my parents tell me about my childhood?	Memories Love Family	<p>I can share some baby/childhood stories about myself & other family members (Level 1)</p> <p>I can talk about memories that are very special. (Level 1)</p>	<ul style="list-style-type: none"> • Send a note home to parents asking them to tell children a story about when they were babies & provide children with an object that is a reminder of when they were very small • The class brings in different things from when they were very small eg baby pictures, clothes, board books, special toys. Sitting in a circle, talk together & share children's stories, objects & memories. • Make a class memory corner • Invite in some parents to talk about amusing memories of when their child was small or school staff can tell stories about their own children. Share stories together of memories & think about why they are special • Read a story which is about special memories eg <i>What Did I Look Like as a Baby?</i> 	<i>What Did I Look Like as a Baby?</i> by Jeanne Willis & Tony Ross

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Which story do Hindus tell about baby Krishna stealing the butter curds & what can we learn from it?	Childhood Love Special person	<p>I can share my memories & feelings about being naughty (Level 1)</p> <p>I can understand things from the perspectives of myself and others (Level 1 / 2)</p>	<ul style="list-style-type: none"> • Give children time to reflect upon some times when they were naughty, or their brothers or sisters were naughty. Allow children to share their experiences. What happened? What did the grown-ups say & do? Children to use talk partners for this • Show a picture of baby Krishna & the butter curds. What can they see? What is he doing? Are there any clues that he is a special person to Hindu people? • Explain that the god Krishna did naughty things when he was small, but his mother Yashoda loved him even though he was naughty. Read the story of the Butter Thief & talk about why his mother forgave him • Allow children to draw a picture of when they have been naughty. Write about it & who forgave them (this could be achieved by using speech bubbles on the pictures) 	<p>Image of <i>Bal Krishna</i> (Baby Krishna)</p> <p>Picture of Krishna (see website list below)</p> <p>Scholastic Curriculum Bank, Bk 2, pp31-32, 123</p> <p><i>A Long Time Ago in a Faraway Land: stories for KS1</i></p>
Which story do Sikhs tell about young Guru Nanak falling asleep when looking after a field & what can we learn from it?	Special person God	<p>I can talk about my feelings about doing wrong & making things better (Level 1)</p> <p>I can say that Guru Nanak is a special person for Sikhs (Level 1)</p> <p>I can explain why this story shows that Guru Nanak is special (Level 2)</p>	<ul style="list-style-type: none"> • Have the children ever done anything wrong? How do you make things better? • Tell the story of Guru Nanak as a little boy taking the buffaloes out to graze in the fields, falling asleep & the animals trampling over the crops. What happens next? What does the angry owner say? What does he say when the field grows even higher? What does it mean when Guru Nanak says it has been blessed by God? • Use drama to show falling asleep, the trampling buffaloes, the angry owner & the wonder of the crops growing higher & higher • Hotseat Guru Nanak explaining what happened & what he meant. 	<p><i>A Long Time Ago in a Faraway Land: Stories from World Religions for KS1</i> (see resource list below)</p> <p>Digital camera</p>

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<p>Which story do Christians tell about Jesus visiting the Temple as a twelve year-old & what can we learn from it?</p>	<p>Special person God</p>	<p>I can talk about things that happen to me & my feelings (Level 1)</p> <p>I can talk about what happens to me & others with respect for our feelings (Level 2)</p>	<p><i>If used as an assessment task, see separate sheet.</i></p> <ul style="list-style-type: none"> Recap on what 'special' means. Can children say which objects that are special to them & why – does this evoke a memory? Teacher uses an object shown in the first lesson of this unit & explains that s/he has lost it. Explore feelings with the children. Have they ever been lost? What does it feel like? What does it feel like when they were found? Tell the story of Jesus in the temple. Use role play to enable children to identify characters' emotions. Ask: What did Mary & Joseph feel like when they lost Jesus? How did they feel when they found him in the Temple? Why did Jesus feel safe in the temple? How can we tell Jesus is special for Christian people from the story? Allow children to pictorially show the scene of everyone listening to young Jesus (eg by making a class collage). <i>NB In Muslim tradition, pictures of the Prophets – including Jesus (Isa) – are not drawn. This needs to be taken into account with Muslim pupils.</i> Ask the children a range of questions related to their picture. Children's responses are scribed by the teacher 	<p>Luke 2:41-52 (Teacher to retell story in language that is easy for children to understand)</p>