

TOPIC	KEY VOCABULARY	POSSIBLE TRIP
CHRISTIANITY GOSPEL WHY DID JESUS TELL STORIES?	TIER 2 (Academic): Value, special, shared, identity, community, better, teacher, listen, follow, gather, kind, neighbour, choice, behaviour, surprise, Lost, found, care, precious, celebrate, Life, nature, character, wisdom, wonder, practice, action, share, example, living. TIER 3 (Subject specific RE words): Gospel, Parable, New Testament, The Good Samaritan, Mercy, Moral, The Lost Sheep, Prodigal	Visit to our Church.
PRIOR LEARNING	EYFS – Jesus is special, creation story. Y1 – Gospel – how does God want people to live?	

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
ENQUIRY QUESTION	Which stories are special to us and why?	Why did Jesus tell stories?	What does Jesus teach us through the Good Samaritan?	What does Jesus teach us through the Lost Sheep?	How do parables help us understand God and life?	How can Christians put these stories into practice?
LENS	Living	Believing	Believing	Believing	Thinking	Living
RELIGIOUS CONCEPT	Community and Identity.	Authority and Teachings of Jesus.	Moral Behaviour / Love your Neighbour.	The Nature of God / God's Care.	Wisdom and Spiritual Meaning.	Values Rooted in Christianity.
LEARNING OBJECTIVES	To give a reason why a story may be of value to themselves and others.	To identify that Jesus' stories are found in the Gospels.	To retell the story of the Good Samaritan (Luke 10:25-37).	To identify how the Lost Sheep (Luke 15) shows what Christians believe about God.	To ask thoughtful questions about the ideas within the parables.	To give examples of how people put their beliefs into practice today.
ACTIVITY	Create a "Story Shield" representing a story that is important to their family.	Role-play a crowd gathering to hear Jesus; handle the Bible to find the Gospels.	Create a "Story Map" of the Good Samaritan focusing on the "neighbourly" choice.	"Sheep Hunt": Hide 99 sheep; find the 1 lost sheep. Discuss the shepherd's joy.	Philosophy for Children (P4C) session: "I wonder why God cares about small things?"	"Faith in Action" posters: Draw a modern child acting like a Good Samaritan.
ASSESSMENT	Can children explain why a specific book is precious to them?	Can children name the part of the Bible where Jesus' stories are?	Can children sequence the main events of the story correctly?	Can children link the shepherd's care to God's love for people?	Do children ask questions that begin with "I wonder?"	Can children name one way a Christian acts because of Jesus' stories?
EXPECTED OUTCOME	Children will be able to retell key parables and give examples of how these help Christians put their beliefs into practice. Children will be able to give a reason why something may be of value to themselves and/or others, recognising different viewpoints Talk simply about core beliefs and concepts and what they mean					

	Children can retell religious, spiritual and moral stories and identify how they show what people believe. Ask thoughtful questions about their own and others' ideas, feelings and experiences Give examples of how people put their beliefs into practice, in the home, in places of worship or in living their lives.					
HIGHER ORDER QUESTIONS	If a story has no pictures, can it still be special?	Why might a story be easier to remember than a list of rules?	Why was the Samaritan the "hero" of the story if people didn't like him?	If the shepherd had 99 sheep left, why did he worry about just one?	Can a story be "true" even if it didn't actually happen?	Do you have to be a Christian to follow the lessons in these stories?
FURTHER QUESTIONS and/or BIG QUESTIONS FOR DISPLAY	What makes a story special? How do stories help us learn? Who is my neighbour? What does it feel like to be found? What do parables tell us about God? How can we show God's love today?					
INCLUSION & ADAPTATION	Use 'Story Spoons' or puppets for non-verbal retelling.	Visual timeline: Old Testament vs. New Testament.	Provide a pre-cut storyboard for sequencing.	Sensory bin with wool and grass for tactile learners.	Use 'Emotion Fans' to identify characters' feelings.	Provide 'Action Cards' (e.g., sharing) for children to choose and stick.
GREATER DEPTH	Compare two stories that have the same "moral" lesson.	Imagine being in the crowd; write a "letter" to a friend about the Teacher.	Describe how the injured man felt when the first two people passed by.	Link to the Mustard Seed: How do small things become big in God's kingdom?	Debate: Is the meaning of the story more important than the story itself?	Research a modern Christian charity (e.g., Christian Aid) that acts like the Samaritan.