

Key Stage 2

Year 4

Dependency

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
To explore dependence as a Christian value To reflect on their own dependence	Recap the work (Y3) on the Church being people rather than buildings. Look at Matthew ch 16 v16 – 18: ‘Peter being the Rock on which Jesus’ church is built’ and John ch 21 v 15 – 17: Jesus’ parting words to Peter Discuss how these link to the Church Discuss the meaning of the word peter (= stone; cf French: Pierre) Read text on “Living Stones” (1Peter ch 2 v:4 - 6) Each pupil chooses a pebble or stone, memorises it, puts it back in the pile; then, tries to recognise it again. They decorate their stone with a symbol of what they depend on	Is the church a collection of people or of buildings? Why? In what way is Peter a ‘rock’? What does ‘peter’ mean? Is the church / Christianity built on a person, on people or on stones? How and why did Jesus depend on Peter? What are the qualities of ‘Living Stones’? How do you recognise your stone? What do you depend on in your life? How can you make a symbol for this on your stone?
To explore interdependence as a Christian value To reflect on everyone’s interdependence	Read 1 Corinthians ch 12 v 12 - 31 “One body with many parts” Discuss Paul’s teaching about the Church Make a link with Science: discuss how the brain, limbs, heart, lung, liver, blood and nervous systems etc are all interdependent and necessary for our bodies to function healthily. Discuss interdependence in school, among families and people generally. Write a poem about dependence or interdependence or a story about a nose or other body part which ran off on its own.	Who or what is Christ? What is Christ’s body? In what way(s) is every Christian / (everyone?) part of Christ’s body? How might everyone in a church depend on each other? Why does our body depend on all its parts? Can it manage without any part? What, how and why? Would such a person be disabled? Who do we need to help our lives to go well? Do we need some people more than others? Why? What happens if we always try to do things on our own?
To learn about interdependence on a world-wide scale To reflect on world-wide interdependence	Discuss interdependence world-wide, focusing on poverty. Discuss ways of helping those in need: Pupils research either: <ul style="list-style-type: none">• the homeless locally and those who help e.g. Salvation Army• an aid organisation e.g. Tear Fund or Christian Aid	Do you think you have a duty to look after others? Why (not)? How fair is the distribution of wealth in the world? Can you give examples? What should / can we do to help? How do we benefit from many poor people abroad? Is our country being fair?
To explore dependence and independence through the life of Helen Keller To reflect on dependence and independence in their own lives	Pupils research and learn about the life and dedication of Helen Keller Discuss how she helped and was helped by others Hot seat Helen and Annie Sullivan, incorporating questions of dependence. Discuss who the pupils depend on and who depends or may depend on them. Write and act out short dramas about depending on someone.	How did Helen depend on Annie Sullivan? How did people later come to depend on Helen Keller? Who do you depend on? Who depends on you now? Who may come to depend on you? Why?
To explore the Christian concept of interdependence To reflect on the need for interdependence	Discuss the words of Jesus on the cross: ‘Mother, here is your son; ...’ John 19: 25 – 27. Look at Jesus’ appearance to his followers after his death Luke 24: 36 – 49. Discuss why the disciples needed Jesus and why Jesus needed them. Dramatise the story in Luke 24. Write out five instructions for what the disciples have to do. (they will have to invent some)	What does Jesus mean by, ‘Mother, here is your son; ...’? Why does he say this? Is he being considerate? Why do the two people need help? Why do the disciples (in Luke 24) need to see Jesus again? Why does Jesus need the disciples? What does he ask them to do? How are they going to do these things? (Two ideas are in the story but encourage the children to go into further detail.)

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
belonging morality values commitment dependence interdependence	investigate interpret reflect empathise apply	self-awareness respect for all open- mindedness	Stones	Stones decorated with symbols of dependence	<p>By the end of this unit:- Most pupils should be able to:</p> <ul style="list-style-type: none"> recognise ways in which people, including Christians and charities are interdependent, (AT1), identify what they find important in these people's/organisations' work. (AT2) <p>Many pupils should be able to:</p> <ul style="list-style-type: none"> link the Bible stories and that of Helen Keller to the concept of interdependence, (AT1) make links between their values and commitments & those of charities and Christian people. (AT2) <p>Some pupils should be able to:</p> <ul style="list-style-type: none"> describe different ways of living a Christian life, (AT1) describe what influences themselves and others. (AT2) 	
belonging morality values commitment dependence interdependence	investigate interpret reflect empathise apply	appreciation and wonder	Bibles	Poem about dependence or interdependence or a story about an independent body part		
belonging morality values commitment dependence interdependence	investigate interpret reflect empathise apply		Visitor Written and video material from international charities www.globalgang.org.uk http://www.tearfund.org/ http://www1.salvationarmy.org.uk/uki/www_uki.nsf/vw-dynamic-arrays/CAFE7068ED40181180256F1900533E0A	Research on either: those who help the homeless or an aid organisation		
care/concern morality values commitment dependence interdependence	investigate interpret reflect empathise apply		In His Service book 2 (RMEP, ISBN: 0080370799) Video of story of life of Helen Keller http://www.afb.org/braillebug/helen_keller_bio.asp	Write and act out a short drama about depending on someone		
care/concern morality values commitment dependence interdependence	investigate interpret reflect empathise apply		Bibles	Five instructions for the disciples on continuing Jesus' work		