

Key Stage 2

Year 5

Rescue

Time allocation: 1 hour per week

Learning Objectives	Activities and Experiences	Key Questions
to link their own experience of rescue to that of others;	Discuss times when the children have been rescued, the meaning of 'rescue' and different things we can be rescued from (mental, emotional and spiritual as well as physical). Search newspapers for stories of rescue. Act out / mime some of the situations .for the class to guess. Create a display. Write out reasons why people rescue others.	Have you ever been rescued? When, from what and by whom? What sorts of things are people rescued from? (sadness, fear, greed, etc as well as e.g. drowning) What examples of rescue can you find in the papers? Why do people rescue others?
to link the story of the Exodus to the belief that God rescues; to link these to their own understanding of rescue	Summarise and recap the story of the Exodus (Ex 12 – 14), perhaps using art work. Link this with Passover / Pesach (see Judaism unit). Discuss why the event is important and who rescued the Israelites. Hot seat Moses, an Israelite and an Egyptian. Pupils write a poem, diary extract or imaginative piece on the rescue of the Exodus.	Who were rescued at the Exodus? Who rescued them? (Moses and God) Why do Jews and Christians remember this event? Why is it important? What / why did Moses / the Israelite / Egyptian?
to link stories of the Israelite Judges to the belief that God rescues; to ask questions and express views about God's means of rescuing	Continue the summary of God's rescue of the Israelites through Joshua, Deborah, Gideon and Samson (Joshua and Judges 4, 6 – 9 and 13 – 16). Give a broad picture of the times of the Judges. Pupils research one of the characters and their deeds and make presentations to the class. Discuss how they were working for God and what questions this raises. Create a display of the findings.	What did Joshua / Deborah / Gideon / Samson do and why? In what way(s) were they working for God? Why would God allow them to be so violent? How far is it right to be violent in defending people? When is it right to fight for God / religion / beliefs? Does this happen today? Where? Why did Jesus tell people to 'turn the other cheek'? (Mt 5: 39)
to link the belief in God as rescuer to the story of Jesus; to identify the impact of belief on individuals; to relate their own experience to beliefs about God as rescuer	Recap on the crucifixion and resurrection. Look at the taunts for Jesus to save himself (Luke 23: 35 – 39) and discuss whether Jesus did save himself or whether he was saved in some other way. Discuss whether God saves people today, what he might rescue them from and why Christians believe about this. (NB mental, emotional and spiritual rescue as well as physical) Invite a visitor to talk about this or read and discuss the story of Nicky Cruz or Mother Teresa.	Who taunts Jesus to save himself? Why do they do this? Does he save himself? In what way(s) are the stories of Jesus resurrection about rescue? Who is rescued? How do Christians believe this happens? Does God rescue people today? How and why or why not? In what way was the visitor / Nicky Cruz saved / how did Mother Teresa save the poor and dying of Calcutta? What were they saved from?
to identify the impact of belief on individuals; to relate their own experience to beliefs about God as rescuer	Pupils research some recent rescuers and some who had to be rescued eg Jackie Pullinger, Terry Waite and / or Norman Kember. Discuss why they tried to rescue people (and why some of them had to be rescued in turn) Create an act of worship and / or a display about recent Christian rescuers.	Why did Jackie Pullinger / Terry Waite / Norman Kember try to rescue people? Why was / is their Christian faith important to them? Do you think they behaved sensibly? Why (not)?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
rescue	interpret express apply evaluate	self-awareness respect for all	Newspaper stories of rescues and rescuers.	Reasons why people rescue others	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> retell Bible stories and identify elements of rescue in them (AT1) recognise their own views and those of others about rescue (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> link the belief in God as rescuer to some Bible stories (AT1) identify the impact Christian belief makes on some people (AT1) ask important questions about God as rescuer and link their views to those of others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe the impact Christianity makes on some people's lives (AT1) describe what inspires and influences themselves and others (AT2) 	
God Exodus rescue	interpret express apply evaluate	open-mindedness awe and wonder	http://biblia.com/jesum/exodus.htm (Beware of the anti-semitic depiction of Moses with horns. Chagall depicts God's power entering Moses' head.)	Poem, diary extract or creative writing about the Exodus as a rescue		
God Judges rescue violence	interpret express apply evaluate		Jeff Anderson & Mike Madox: The Lion Graphic Bible (Lion, ISBN: 0745927084) Mark Water: The Children's Bible Encyclopedia (Hunt & Thorpe) http://www.antelope-ebooks.com/RELIGIOUS/judges/contents.html	Research on Joshua, Deborah, Gideon and / or Samson as an element of a class display		
God Jesus rescue	interpret express apply evaluate		R J Owen: The Gangster who Cried (RMEP, 9781851751945) http://www.nickycruz.org/about/tesimony.htm Audrey Constant: In the Streets of Calcutta (RMEP, 9781851751655) http://en.wikipedia.org/wiki/Mother_Teresa	Research on Nicky Cruz, Mother Teresa, Jackie Pullinger, Terry Waite and / or Norman Kember as elements of a class assembly / display		
Christian faith rescue	interpret express apply evaluate		Geoffrey Hanks: City of Darkness (RMEP, 9781851751327) http://www.rejesus.co.uk/the_story/saint/saint5/index.html http://en.wikipedia.org/wiki/Terry_Waite http://www.nyt.co.uk/terry.waite.htm http://www.nyt.co.uk/terry.waite.htm			