

Year 3&4 Key Stage 2



RELIGIOUS EDUCATION

Resource File

Year 4 units of work - Neighbours - Who is my neighbour?





Lesson 1 Who is my neighbour?

The big picture

This lesson introduces a unit of work on neighbours by looking at and thinking about the Christian story of the Good Samaritan. Although it is a Christian parable, the rule: 'Love your neighbour as yourself' is a golden thread that runs through every major world faith, as well as nearly all non-religious ideas about how humans should treat each other. There are numerous stories and teachings from other religions giving a similar message – an example from Islam being provided here – and you should explain this clearly throughout the lesson.

Learning objective

- To consider the question, 'Who is my neighbour?' and understand that a person's answer will have an impact on their life and actions.

Success criteria

Learning about

- Pupils will know the story of the Good Samaritan and its importance to Christians.

Learning from

- Pupils will have considered how the answer a person gives to the question, 'Who is my neighbour?' can affect the way they behave towards others.

Religious Education Council Requirements

A2, A3, B2, C1, C2

Resources

- **Resource sheet 1:** 'The Good Samaritan'
- Alternative versions of the story (optional)
- **Resource sheet 2:** 'A story from Islam'
- Drawing and writing and other materials for response work
- Paper, staples, etc. for making the 'Who is my neighbour?' books
- Sticky notes

Vocabulary

Christian, golden rule, neighbour, others, Samaritan, suffering

Key questions ?

Who is my neighbour?

How should we treat other people?

What does the story of the Good Samaritan teach Christians?

What is the message of the story from Islam?

Introduction

Share the learning objective: 'In this lesson you are going to think about the question, "Who is my neighbour?" and how your answer will affect how you behave towards others.'

Draw a stick character on the board and label it 'me'. Explain to the class that over the next few weeks, they are going to be thinking about a very important person. Each one of them will be thinking about themselves, but that won't be the end of it. Draw another stick person and label it, 'others'. Explain that all of us have 'others' in our

life who we are pleased are there and we would miss if they weren't.

Write the word 'God' above the stick characters, explaining that many people have God in their lives as well. A big question for believers is:

Key questions ?

How should I treat God?

A big question for everyone is:

Key questions ?

How should I treat others?

Tell the class that over the next few weeks, they are going to be thinking about this second question.

Activities

Stimulus

Put the following sentence on the board: 'Love your neighbour as yourself'. Has anyone heard this statement before? Explain that although it comes from the Bible, it explains how all major faiths – and many people without a faith – believe people should treat each other.

Focus on the word, 'neighbour'. Ask the class how we usually use it, and they will talk about next door neighbours. Explain that we use this word for the people who live around us, because it means, 'people who are close to us'. However, make sure they begin to understand that it does not just mean 'close' in geographical terms. It also means 'close' in the sense of people who you care about.

Tell the class that you are going to tell them a famous story recorded in the Bible as told by Jesus. Introduce the story of the Good Samaritan and share it with the class.

Because this is such a well-known story, use whatever resources are available in your school to share it in the most engaging way. Many schools will have videos, DVDs, story tapes or big books. Most school libraries will contain versions of the story that will be illustrated. Using any of these resources will add further impact to the delivery of the story. If no other version is available, one is provided on resource sheet 1. Make sure that the example from Islam (resource sheet 2), as well as the background information and teaching points covered in the source material, are shared with the class if a different resource is used.

Response

Introduce the idea of making a book of the work on neighbours. Explain that the first piece of work in this book should be a reflection on this story. The intention is that people will come up with their own answer to the question, 'Who is my neighbour?' and that this will be the title of the book.

You may wish to offer people a range of resources and materials to record their responses. For example, you could ask them to think of the story as a video. Ask them to replay the story in their heads and then press the pause button when it gets to the most important part. This image is what they could use to explain their answer. Ensure they understand the purpose of the activity is not to re-tell the story, but to share their answer to the question.

You may wish to give the class some of the following sentence starters:

- Jesus told the story of the Good Samaritan to show Christians...
- He said that a Christian's neighbour is...
- That means Christians should...
- When I think about the story, it makes me think about...
- I think my neighbour is... because...

Plenary

Draw the class's attention back to the question, 'Who is my neighbour?' Give everyone a sticky note and ask them to write their answer to this question as they are able to at the moment. When these have been written, ask people to stick them up on the board. Discuss any trends or patterns that you notice, or the lack of one. These responses should be typed up and a copy given back to people for inclusion in their book of work on neighbours.

To end the lesson, people could copy and complete the following sentence:

- 'Today I have been thinking about...'

Differentiation

(By resources) all members of the class should be able to access this lesson at their own level of attainment. It may be appropriate to form a group which you or another adult can lead so that the discussions can remain focussed. This group could then record their response, but with a more guided choice of resources.

Extension

The open-ended nature of the task should lead to more sophisticated outcomes from more able people.



Name:

Date:

The Good Samaritan

A religious man who thought he knew everything there was to know about God wanted to test Jesus to see how clever he was. He asked him one of the most difficult questions there was.

‘Teacher, what do I need to do to get eternal life?’

Jesus wasn’t fooled, he simply asked a question right back.

‘What does it say in God’s word?’

The religious man said, ‘It says the way to get eternal life is to love your God with all your heart, soul, mind and strength. You should also love your neighbour as yourself.’

‘That’s right!’ said Jesus. ‘Do those things and you will get eternal life.’

But the religious man wasn’t happy. He asked another question.

‘So, teacher, who is my neighbour?’

Jesus didn’t give him a straight answer. Instead, he told him the following story...

‘There was once a man travelling from Jerusalem to Jericho. As he made his way there, he was attacked. Robbers came and took everything he had, including his clothes. They beat him and left him for dead.

‘Just a few minutes later a priest walked by. Even though he claimed to know God, he saw the dying man and crossed over the road, hurrying by on the other side.

‘Then another religious man, just like you, came by. Although he knew God’s word, he also walked by and left him.

‘Next came a Samaritan. That’s right, a Samaritan. A man from Samaria, that country we love to hate and we believe hates us too. Well, he saw the man and straight away, his heart went out



Name:

Date:

to him. He got off his donkey and gave him first aid. He bandaged him up as best as he could and put him on the donkey then took him to an inn where he could rest and get better. He even paid for it himself, telling the innkeeper that if it cost any more, he would pay it when he came back that way.

‘So,’ Jesus said to the religious man, ‘which of these three was a neighbour to the injured man?’

The religious man couldn’t even bring himself to say the word, ‘Samaritan’, so he replied, ‘It was the one who treated him kindly.’

‘Then that is what you must do,’ said Jesus.

The story of the Good Samaritan can be found in the Bible, Luke 10: 25–37.



Name:

Date:

A story from Islam

A young boy had made it his habit to get up during the night to join his mother in her night prayers called Tahajjud. He listened as his mother prayed for all Muslim men and women. She remembered them by name and prayed that they would be healthy and do well in their lives. She would pray:

‘O Allah, pardon them their sins and let Your grace embrace them in all their dealings.’

The young boy wondered why she didn't pray for him. One day he decided to ask. When the prayers were over, he said:

‘Mother, you pray for everyone, every day. Why don't you say a word for yourself or anyone in the family?’

Bibi Fatima, blessings and salutations to her, said:

‘O Hasan, remember one thing. Neighbours first and then the household.’

