

Year Group Year 2	Worldview Religious and non-religious world views
Strand	Reality and Truth
Key Question	What are the best reasons for following a leader?
Focus of Study	Focus on the question of authority testing whether ideas make sense and testing their reliability. Introduce Joshua and compare him to Jesus' leadership for deeper understanding of the topic of leadership. Investigate qualities of leaders and evaluate what makes people good leaders.
Background information for teachers	
<p>Joshua is one of the greatest leaders of the Jewish people. He was born in Egypt prior to Exodus. He was an important military leader during the leadership of Moses, and he was by Moses' side during the most important events after the Exodus i.e. he accompanied Moses to the Mount of Sinai where Moses received the Ten Commandments, and he was there when the Jewish tribes made, and worshipped the Golden Calf.</p> <p>In the wilderness, Joshua was appointed by Moses to be one of the 12 spies to investigate the land of Canaan, the Promised Land that God promised to his people. Joshua was the only spy along Caleb who gave a promising report to Moses. The other spies did not believe that God could help them conquer the land of Canaan as they found fortified cities and giants were living in the land. Through their report, the entire nation was persuaded against entering the land of Canaan. As a result, God punished the tribes of Israel and made them wander in the desert for 40 years and only Joshua and Caleb were able to enter the Promised Land as the rest of the generation of men who left Egypt during the Exodus died.</p> <p>After the death of Moses, the Israelites were by the River Jordan when Joshua became the leader of the Jewish tribes and lead his people into the land of Canaan and successfully conquered it. The battle of Jericho was the first battle the Israelites won, and each tribe was allocated a part of the Promised Land therefore God's promise to Abraham was fulfilled.</p> <p>Jesus and Joshua are often linked together. In some way, Joshua is a forerunner of Jesus. For example, Joshua was a leader who followed the Law just like Jesus who perfectly obeyed the Law of his Father. Joshua saved sinners such as Rahab – Jesus promises to save everyone who believes in him. Both Joshua and Jesus are warriors destroying their enemies – Joshua destroyed the people of Canaan and Jesus defeated his spiritual enemy. They are both prophets of God with Jesus being a prophet and God himself. Joshua gave the inheritance promised in the promised Land to the tribes of Israel while Jesus, after he conquered death, gave the inheritance of being accepted as God's children. Both Joshua and Jesus were servants of God.</p>	
Prior learning	<ul style="list-style-type: none"> • There are a lot of shared ideas about the rules that are followed. • The Golden rule is shared by many different groups of people. A person's worldview will affect what they think is right or wrong. • The ten commandments may apply to many different people in different ways • The Jewish religion began in Israel when Abraham was called by God (Jewish leader).
Building blocks	<ul style="list-style-type: none"> • Different people think that different things are right. • People get their ideas about what is right and true from other people and from the things that they read. • Asking questions helps people to decide what is right.
Outcomes	<p>I know the key leaders for Jewish people and say what makes Joshua a good leader.</p> <p>I can recount some of the key events that demonstrate Joshua's leadership skills.</p>

	<p>I can say what qualities a good leader should have and put them in order from least to most important.</p> <p>I understand that different people have different views on what qualities are important to be a good leader.</p> <p>I can name some leaders in my own community and reflect on what leadership qualities they should have.</p> <p>I understand that it is important to follow a leader using my own values and questions to guide me.</p>
National Statement of Entitlement (NSE)	a, b, d, g, i, j
Resources	<p>Saddleback kids - Joshua and Caleb</p> <p>Saddleback kids - Joshua and the Israelites cross the River Jordan</p> <p>Saddleback Kids - The Walls of Jericho</p> <p>Numbers 14 ICB - Bible Gateway – Joshua and Caleb testifies about the goodness of Canaan and the consequences of the nation rejecting their testimony</p> <p>Joshua 9:1 Hillsong Kids memory verse – reference to God’s protection over Joshua wherever he may go</p> <p>Pictures of leaders (e.g. Queen Elizabeth; King Charles; head teacher, club leader, vicar, Sunak, Neil Armstrong etc.)</p> <p>Role on the wall example</p> <p>6 Ways We See Jesus in Joshua (thegospelcoalition.org) – the link between Jesus and Joshua</p> <p>The Jesus Storybook Bible</p> <p>365 Bible Stories and Prayers</p>
Engagement	The following activities could be woven together in an order to suit the class, or taught in the order suggested.
<p>What is a leader?</p> <p>Display a gallery of pictures of different leaders around the room (school, local, political, religious readers etc.). Walk pupils around and discuss: Who are these people? What is the same about them? What might they have in common? Why have we chosen them? Draw out that they are all leaders.</p> <p>Who makes the best leader? The strongest? The tallest? The oldest? The most intelligent? The one who makes the best tool? The one with the most money? The loudest voice? The most followers? What other characteristics does a leader need?</p> <p>In a class discussion, focus on pupils’ personal role models and discuss examples as a class. Ensure that pupils can explain why they have chosen that person. Who is your role model and why? Pupils can draw a picture of their role model and write a sentence or two to explain why they have chosen them. Do you know of other leaders in your personal lives or leaders from history? Discuss what a leader is and come up with a simple class definition.</p>	
Enquire and explore	
<p>Who was Joshua and why was he an important leader?</p> <p>Introduce Joshua and read / tell his story using pictures and /or drama – focus on his story when he is sent into Canaan as one of the 12 spies. Freeze frame scenes from his story. Pupils can prepare questions to ask Joshua and hot-seat Joshua with the teacher in role and explore the choices he has made. Draw out that he was truthful and courageous despite the challenges and trusted God’s plan and purpose for his people. In small groups, pupils can prepare a role on the wall for Joshua. They collect and record facts around his body outline and record his emotions, feelings, thoughts inside the body. As a whole class reflect on what made Joshua a good leader.</p>	

You could chose a different time of Joshua’s life i.e. when he was appointed as the leader of the Israelites after the death of Moses – either way draw out the characteristics of his leadership and personality.

You could compare Joshua to Jesus and draw out similarities between them as leaders – this may be an extra session to allow children to discuss, reflect and compare.

What makes a leader a good leader?

Pupils work in small groups and jot down key qualities of a good leader. Feedback to class and give reasons for your chosen qualities. Go back into your groups and rank those qualities from most important to least important and choose your five most important ones and be able to reason why. Display pupils’ ideas on a leadership qualities number line (1-5) with each group placing their rankings according to their choices. As a class discuss similarities and differences between the choices of different groups. Why are your choices different?

At the end the activity, draw children’s attention to the fact that some of them were leading the group activity. Does every leader need the same qualities?

Who are the leaders in your lives? What makes them good leaders?

As a whole class brainstorm ideas: parents, school, clubs, places of worship.

This session gives children to opportunity to interview a leader in their own community e.g. head teacher, religious leader, MP, mayor, parish council etc.

What qualities should their chosen leader have? As a whole class, come up with an agreed list of 5 qualities of leadership that the invited leader should have. Pupils will conduct an interview with their chosen leader to find out if they have the qualities that the pupils have deemed essential and important.

Evaluate

Do we need to follow leaders? Why / why not?

Pupils consider and discuss whether all leaders have to have the same qualities; whether all leaders are good leaders; whether good leaders need to have religious views/ faith / values. Explain that following or not following leaders is a shared human experience for all humans, religious and non-religious, and consider what happens when people don’t follow leaders.

As a class play the game of Follow the leader. Choose a member of staff (dressed in a fluorescent jacket) and tell children to follow them. Do not say anything more other than this instruction. The member of staff will lead children around the school grounds without any purpose. The aim is to give children the experience of following a leader.

As a class discuss how pupils felt during the experience, what made them follow the leader and whether they had any questions / or at which point of the game, they wanted to ask questions (why, where, what).

Discuss if we all need to follow leaders if so why. Revisit what we have learnt about rules last year (Golden Rule) and recap that we need rules to follow as we live in communities and without following basic agreed rules, our communities would fall apart.

Make the link between rules and leaders explicit and agree that leaders will make rules for us to follow. Discuss that there are different leaders to follow and choose from in different settings and it is our choice to decide which leaders we follow. Discuss examples that are relevant in children’s lives e.g. which faith group they go to; which swimming club they are a member of; which school they go to and why.

Draw out that they have selected to be part of these groups for a reason – likely that they agree with the leaders who are in charge. As a class agree that we all have different opinions based on what we know about the leaders and are free to make our own choices.

Draw out that some people might just blindly follow a leader without asking questions and some might not. Agree as a class that we could be vulnerable when following leaders if we choose to

follow them because others follow them, or we do not have information to make the right decision for ourselves.	
Reflect and communicate	
<p>What gives people the right to be leaders? Do we all have to agree on the same leaders?</p> <p>Pupils discuss who can be a leader. As a class draw out and agree that people who want to be leaders need to prove that they have the right qualities for the position / job that they want to lead in and that they have ideas about what they want to do/ change and why.</p> <p>Discuss that not all leaders who have the above get to lead and become leaders as people who have the most amount of support will be selected.</p> <p>Think about whether we all need to agree on the same leader – as a class focus on that fact that everyone has the right to choose the leader that they want to follow. Discuss what would happen if too many leaders were in charge of a group and draw out the conclusion as a class that ultimately in organisations the leader that wins the majority will lead the group.</p> <p>Give children time to reconsider their role models from session 1 and decide whether they still agree with their choice and if so why. Having learnt about leadership would they still follow their role model? If so, give reasons as to why or why not.</p>	
Assessment Opportunities	<p>Pupils can recount some of the key events from the story of Joshua.</p> <p>Pupils can identify key qualities in how Joshua lead the Jewish people.</p> <p>Pupils can select and order key leadership qualities.</p> <p>Pupils can reflect on and say what different qualities different leaders should have.</p> <p>Pupils will demonstrate some things that they will need to know to make an informed decision to follow a leader.</p> <p>Pupils will know that the choice to follow or not follow certain leaders is a shared human experience inclusive of all humanity.</p> <p>Pupils will know that people may change their choice to follow /not follow leaders through their lifetime because of experience and new knowledge.</p>
Notes	