



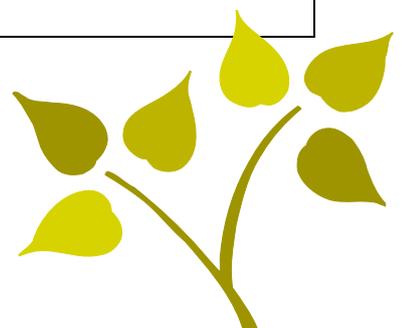
The Agreed Syllabus for Religious Education in Northamptonshire

Non-Statutory Exemplification



Title: *Jesus: Why is Jesus an inspirational leader for some people?*

Year Group: 3/4



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About this unit:

This unit enables pupils to begin to understand why and how Jesus is inspiring to Christians. Pupils use stories from the Bible to reflect on what made/makes Jesus an inspiration to some people. Christianity will be seen as a living religion relevant to many people around the world today.

The focus is on the concept of inspiration and pupils will be encouraged to think for themselves about questions to do with the impact this has on the life of people inspired by Jesus.

Pupils are encouraged to consider what can be learned from these Bible stories by referring to their own experiences, beliefs and values.

Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of inspirational people, in particular Jesus, including a focus on the impact this may have on the life of a believer.

This unit contributes to the continuity and progression of pupils' learning by developing pupils' knowledge about Jesus' teachings and life events by building upon the learning from the Foundation Stage and Key Stage One units about Christianity.

The unit anticipates a further study of the life and teachings of Jesus and the impact it has on the life of believers as they continue on their learning journey in RE.

Estimated teaching time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other areas of the curriculum as appropriate to maximise learning opportunities and experiences.

Key Fields of Enquiry addressed in this unit:

AT 1: Learning about Religion and Belief

- Beliefs, Teachings and Sources
- Practices and Ways of Life

AT 2: Learning from Religion and Belief

- Values and Commitments

The core RE concepts that the unit develops are:

Beliefs (Christians believe that Jesus is the Son of God and Saviour);

Mystery (Some religious beliefs have a miraculous or mysterious quality);

Suffering (People may suffer for their beliefs – in this case, Jesus).

Attitudes Focus

This unit will help pupils to explore attitudes of:

Self-awareness: Feeling confident about expressing their own beliefs about the importance of Jesus and inspirational people;

Open-mindedness: Being willing to learn and gain new understanding from other people's beliefs about Jesus;

Appreciation and wonder: Developing pupils' capacity to respond to questions about the importance of Jesus, and the ways in which he is an inspiration to Christian people today.

The unit will provide these opportunities for pupils:

- To consider and discuss the concept of inspiration and the role of leaders and inspirational people in our lives;
- To consider a diverse range of views about the importance of Jesus, his life and his teachings;
- To think about their own experiences and views in relation to questions of being inspired;
- Experiences include reading and reflecting on Bible stories and passages and the expression of ideas through a variety of media.

Background information for the teacher:

Belief in Jesus is central to being a Christian. There are four main reasons why Christians think Jesus is important:

- Christians believe that Jesus is the **risen Lord** - the end of his life on Earth was not the end of his existence. He ascended into heaven and remains alive with God. This gives Christians hope that there is life after death for them too.
- Christians believe that Jesus is the Son of God who was sent to save mankind from death and sin. Jesus Christ taught that he was Son of God.
- Jesus was, for Christians, someone who **unveiled** the truth. Christians think that through the example of his own life he showed people what God was like: a compassionate, forgiving God who showed concern for humanity.
- Christians see Jesus as a **teacher**. He has shown them a way of life and given them a set of values. His teachings can be summarised, briefly as the love of God and love of one's neighbour. Jesus said that he had come to fulfil God's law rather than teach it.

In Christian thinking, Jesus is more than just a good role model; he is God among mankind (Emmanuel), the Saviour of the world. So his followers try to apply his teaching, and ask (in prayer) for the strength and commitment to be good followers. Jesus is an inspiration to Christian living in many ways, and some people who are not Christian find him inspiring as well.

In Muslim thinking, Jesus (Isa) is a prophet to whom the Gospels were revealed, but the Qur'an is believed to be a purer version of Allah's (God's) message.

More information about Christianity can be found at:

<http://www.bbc.co.uk/religion/religions/christianity/>

Vocabulary & Concepts	Resources
<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Religious Studies Belief Faith Follower Founder God</p> <p>Christianity Bread Christ Christian Crucifixion Disciple Gospel Incarnation Jesus Jew Light Miracle Parables Rabbi Resurrection Shepherd Teacher Trinity</p> <p>The language of shared human experience Betrayal Bewilderment Celebration Disappointment Elation Excitement Festival Inspiration Reflection Remembrance Wonder</p>	<p>Teachers might use:</p> <ul style="list-style-type: none"> ▪ Holman Hunt’s painting, ‘The Light of the World’ is particularly useful for starting the work on the ‘I am ...’ sayings of Jesus ▪ Stanley Spencer’s, ‘Resurrection in Cookham Graveyard’ is an inspiring vision ▪ “The Christ We Share”, from the Methodist Church/USPG is a good set of images of Jesus for study ▪ “Picturing Jesus”, Packs A and B - Lat Blaylock (RE Today) (see publishers’ catalogues for wide selection of resources – www.retoday.org.uk) ▪ “Picturing Easter” (RE Today) ▪ “RE Ideas: Christianity” - ed P Draycott (RE Today): Copiable pack of 50+ lessons for KS2 Christianity <p>Web</p> <ul style="list-style-type: none"> ▪ www.ngfl-cymru.org.uk is the Welsh Virtual Teacher Centre. It contains some good materials for teaching to this age group ▪ Christian artefacts (images) http://www.strath.ac.uk/curricularstudies/re/db/reartefacts/ ▪ REjesus: http://rejesus.co.uk - a good range of images of Jesus and interesting points of view ▪ RE: Quest: www.request.org.uk ▪ The National Society supports RE with some books and this website on ‘Encountering Christianity’ <p>Books</p> <ul style="list-style-type: none"> ▪ Jesus - Developing Primary RE series (RE Today) ▪ Faith stories - Developing Primary RE Series (RE Today) ▪ Teaching RE: Founders and Leaders 5-11 (CEM) ▪ Teaching RE: God 5-11 (CEM) ▪ Teaching RE: Christianity 5-11 (CEM) ▪ Primary RE in Practice: Is it true? Christianity/Islam/Sikhism ▪ Primary RE in Practice: Is it fair? (p13 Bartimaeus) (RE Today) ▪ Primary RE in Practice - Living with others (RE Today) ▪ Teaching about Jesus - Anthony Ewens & Mary Stone (RMEP) ▪ Jesus – J Aylett & R Holden-Storey (Hodder & Stoughton) ▪ Jesus Through Art – Margaret Cooling (RMEP) ▪ The Life of Jesus – D Stent (Blackwell) <p>Film and video</p> <ul style="list-style-type: none"> ▪ Miracle Maker - Warner Home video/DVD – an almost indispensable help to teaching about Jesus, this 90-minute animated life of Jesus is supported by teaching ideas from the Bible Society UK: www.biblesociety.org.uk/miraclemaker ▪ Pathways of Belief videos and teachers notes (BBC) ▪ Animated World Faiths - Programme 1 “Life of Christ” ▪ You Tube can be a good source of brief video clips of the famous and inspirational ▪ Images of Salvation - Interactive CD-Rom
<p>Contributions to spiritual, moral, social and cultural development of pupils:</p> <ul style="list-style-type: none"> • Opportunities for spiritual development come from learning about and reflecting on important concepts, experiences and beliefs that are at the heart Christianity; • Opportunities for moral development come from considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Christianity; • Opportunities for cultural development come from considering how beliefs about Jesus have been expressed through the creative and expressive arts and encountering the creative and expressive arts from differing cultures. 	

EXPECTATIONS: At the end of this unit....		
<p>Pupils working at level 2 will be able to:</p> <ul style="list-style-type: none"> • use religious words and phrases, such as parable and miracle, to identify key aspects of Jesus' life and teachings (AT1); • show awareness of how different people describe Jesus (AT1); • retell some stories of Jesus (AT1); • identify how Jesus has been represented in different ways (AT1); • <i>suggest a meaning from a story of Jesus or a symbol of Jesus (AT2);</i> • <i>respond sensitively to questions about the importance of Jesus for themselves and others (AT2).</i> 	<p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> • use a developing religious vocabulary - such as resurrection, forgiveness – to describe key aspects of Jesus' life and teachings (AT1); • begin to identify the impact that believing in Jesus has on a Christian's life (AT1); • describe some ways in which Jesus has been represented in art or music (AT1); • <i>make links between some Christian beliefs and some stories about Jesus found in the New Testament (AT2);</i> • <i>ask and consider some important questions of their own about Jesus, making links between their own and others' responses (AT2).</i> 	<p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> • use a developing religious vocabulary, to show their understanding of what Jesus means to Christians (AT1); • describe simply some different interpretations of Jesus' teaching and life (AT1); • show that they understand why Jesus is portrayed in many different ways in art (AT1); • <i>Make connections between some New Testament stories about Jesus and Christian beliefs.(AT2);</i> • <i>Raise and suggest answers to questions about the importance of Jesus and the impact that believing in him would have on a believer's values and commitments (AT2).</i>

ASSESSMENT SUGGESTIONS

A formal assessment of each pupil is neither required nor desirable for every RE unit. Continuing use of Assessment for Learning methods is best.

Speak and listen: Using verbal responses, artistic and creative skills and written responses from pupils to weigh up evidence of achievement works best with this age group. Teaching assistants can make records as seems most suitable, for the purposes of continuous assessment for learning.

The penultimate lesson could be used as a more formal assessment activity.

Pupils are to imagine that they have been asked by a local church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye-catching, inspiring and informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the Gospels as its title (give pupils a choice). Pupils are to write an explanation:

‘Six reasons why our design is good for the Christian community’ (less than 100 words).

These prompts might be useful:

- The main things about our stained glass window are ...
- We got some good ideas from ...
- We are pleased with our design because ...
- We took a Bible verse for our inspiration. It was... We chose it because ...
- Our design shows some ideas about Jesus, for example ...
- The reasons why Christians would like our window are ... and ... and ...

Your local church may like to host an exhibition of the work that comes from this unit and this task.

Pupils can be asked to remember to:

- illustrate important moments from Jesus’ teachings/life which show the significance of Jesus for Christians;
- show that you understand why Jesus is important to Christians;
- use ideas from works of art you have studied and from the Bible;
- suggest why your design would be suitable for a Church near you.

Success Criteria:

Level 2: Your design shows the key events in the life or teachings of Jesus. Your writing retells the key events in Jesus’ life and simply explains why Jesus did these things.

Level 3: Your design effectively shows some key events/moments in Jesus’ life. You can describe accurately, using a developing religious vocabulary, why Jesus is important to Christians and the explanation of your design is informative.

Level 4: Your design shows a good understanding of the importance of Jesus for Christians. In your writing you use a developing religious vocabulary and are able to understand the impact that Jesus’ example and teachings would have on a believer’s way of life.

Extension activities for the higher attaining pupils:

- Research a range of different cultural images of Jesus;
- Use video/DVD extracts, art, poetry, music to support elements of the story of Jesus;
- Include opportunities for pupils to express their own ideas/beliefs in creative and thoughtful way.

UNIT TITLE: Jesus: *Why is Jesus an inspirational leader for some people?*

Key Questions: *What is an inspiring person? /Who is an inspiring person?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider the idea that we are all inspired by other people at times.</p>	<p>Being inspired: what's that?</p> <ul style="list-style-type: none"> ▪ Ask pupils in pairs to discuss their 'heroes', people they admire. What do they admire about these people? Note that heroes could include 'my Dad' or 'my Nan'. Is this person a hero to lots of people? How long do you think they will remain a hero? ▪ Discuss with pupils the idea of being inspired: get them to give examples of 'real world' heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these? ▪ Pupils record ideas about what they admire in their hero, alongside a picture if possible. <p>Focus on the idea of 'inspiration' with pupils: what does it mean? Explain that in this unit of RE we are going to find out why Jesus is an inspiration to Christians. Point out that Christians believe Jesus is real (not like the Disney heroes) and that people have been inspired by Him for 2000 years, in their millions (not like the 'heroes' on TV or celebrities). Pupils add to their writing ideas about what their hero inspires them to do.</p>	<p><i>I can talk about heroes and inspiring people (AT2 L2).</i></p> <p><i>I can choose inspiring people of my own and talk about why they are inspiring (AT2 L2).</i></p> <p><i>I can make links between inspiring people from different settings. (AT2 L3)</i></p>	<p><i>This work connects well to Literacy and PSHE. It affords many opportunities for well structured speaking and listening, and for social and emotional aspects of learning (SEAL). Good speaking and listening work is also built into this unit.</i></p>

Key Question: *Who did Jesus say he was?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the symbolic language used for Jesus.</p> <p>To consider the meaning of the statements that Jesus made about himself.</p> <p>To begin to understand the importance of these sayings for Christians.</p>	<p>Symbols for Jesus: what do they mean?</p> <ul style="list-style-type: none"> ▪ Start by asking the pupils to symbolise themselves: “If I was an animal, a car, a colour, an item of clothing, a kind of food, a place anywhere on earth, I’d be... because...” Discuss what this means and whether it is easy or hard. Sharing the results in a class quiz “Guess Who?” is good fun. (‘Who is like a Rolls Royce? Who is like a silk robe? Who is like a roast lunch?’). ▪ Working with symbolic objects: Give each group an object or picture that represents one of the ‘I am’ sayings. Possible objects / pictures: a loaf of bread; a candle, a picture of: a shepherd or sheep, a signpost, a door, a vine branch or some grapes, an empty grave or an image of an angel. ▪ Pupils are to discuss the following questions: What is this object? What does it / he / she do? Why might it / he / she be important? Feedback ideas, and talk about the symbols in the language. <p>Jesus and the seven symbols he chose for himself. Give each group a copy of the ‘I am’ saying that relates to their object. What do they think Jesus was trying to say about himself? Feedback ideas. Don’t get all pupils to look at all seven – choose two or three as appropriate.</p> <ul style="list-style-type: none"> ▪ Understanding symbolic language: Pupils are to explain the meaning of the ‘I am’ sayings using words and pictures, and create some symbolic ‘I am...’s for themselves. ▪ Pupils could be given an outline of a person either blank inside or divided into 7 sections. Pupils are to create an image, draw a picture for one or all of the ‘I am...’ sayings inside this outline and explain what it means. 	<p>I can describe what the symbols used in the ‘I am’ sayings show about Jesus (AT1 L3).</p> <p>I can identify / describe the importance of Jesus for Christians, using religious vocabulary (AT1 L3).</p> <p>I can ask important questions about the purpose and meaning of the symbolic language used to describe Jesus (AT1 L3).</p>	<p><i>The ‘I am’ sayings can be found in John 6:35; 9:5; 10:7; 10:14; 11:25; 14:6; 15; 5.</i></p> <p><i>There is a useful version of these sayings in the Lion Children’s Bible.</i></p> <p><i>Links to Literacy and the use of metaphorical language (this can cross reference to Y4 literacy work about metaphor and simile).</i></p> <p><i>An alternative introduction would be to do more work on metaphors:</i> <i>‘If love were a colour it would be...’</i> <i>If love were a plant it would be....’</i> <i>If love were a type of weather it would be....’</i> <i>If love were an animal it would be....’</i> <i>If love was a piece of furniture it would be....’</i> <i>Pupils must explain their choices.</i></p>

Key Questions: *What do we know about Jesus' life story? Is his story inspiring for some people?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that there is no single authentic visual image of Jesus.</p> <p>To make links between artistic images of Jesus and the artist's beliefs and background.</p> <p>To recognise how images of Jesus can be expressions of faith and worship.</p> <p>To reflect upon their own interpretations of stories and teachings of Jesus.</p>	<p>Is Jesus inspiring because of his life story?</p> <ul style="list-style-type: none"> ▪ If you were writing a book about someone, what important details would include? Collect ideas in pairs for some chapter outlines. ▪ Although the Gospels say a lot about what Jesus said and did, there is no written description of him, and paintings were not done until maybe 150 years after his death. Why might this be? ▪ Explain that all images of Jesus are influenced by the artist's experiences, beliefs and background. ▪ Pupils are to look at a number of pictures of Jesus by artists. They are to think about the following questions: What do you notice about the way that Jesus is drawn in this picture? What do you think the artist is trying to say about Jesus? What did the artist get from the Bible? What did the artist add to the Bible information themselves? Why might they have done this? ▪ Ask pupils to choose one of the pictures that they either like or dislike. After discussion with other pupils, record the reasons for their choice of picture. ▪ Art work: If appropriate, pupils could create their own picture of Jesus thinking carefully about what they want to show about Jesus, the setting for their picture and what they want Jesus to be doing. They should explain why they have drawn Jesus like this. One way of doing this is to give the pupils a choice of five or six stories of Jesus to illustrate (this task anticipates and prepares for the final assessment task in this unit). 	<p>I can respond sensitively to some images of Jesus from the global Christian art of today (AT1 L2).</p> <p>I can identify similarities and differences in the way in which Jesus has been portrayed (AT1 L3).</p> <p>I can describe how the artists show their ideas and beliefs about Jesus (AT1 L3).</p> <p>I can suggest reasons for what the images of Jesus show about the beliefs of the artist (AT1 L4).</p> <p><i>I can apply my own ideas about the meaning and purpose of Jesus' life and teachings (AT2 L4).</i></p>	<p><i>Links to Art and ICT.</i> <i>There are many photo packs available that contain different images of Jesus.</i></p> <p><i>Some good examples can be found on the web: www.rejesus.org is a good starting point.</i></p> <p><i>This activity will require a further lesson.</i></p>

Key Question: *What did Jesus teach? Was he a good teacher?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know that Jesus told stories called parables and to suggest meaning in one of these.</p> <p>To reflect on what we can learn from a parable of Jesus.</p> <p>To make links between values and commitments and their own attitudes and behaviour.</p> <p>To consider the impact that believing in Jesus may have on a Christian's life.</p>	<p>Is Jesus inspiring because of his teaching?</p> <ul style="list-style-type: none"> ▪ A good teacher: Create a list of the key 'ingredients' that are needed to make a good teacher. ▪ Use these ingredients to write a recipe for the perfect teacher. ▪ Discuss why Jesus was a good teacher. Ask pupils to think carefully about the following points: memorable speaking; use of stories, everyday examples, practising what he taught. ▪ The parable of the two builders: Matthew 7:24-27 and Luke 6:46-49. Tell the story. Groups think about the possible meaning. Feed back to class. ▪ The meaning of this parable could be explored by asking groups of pupils to build two structures out of paper or straws. Secure one of the structures down to its base. The other one is to be free standing. Pupils are to blow on the structures or wobble the table: which one falls down first and why? Discuss the meaning of the parable for today. ▪ Foundations: Discuss how Jesus is the foundation for the lives of Christians: in what ways do Christians build their lives on Jesus? ▪ Ask children to consider the foundations for their lives (e.g. friends and family, activities that strengthen them, spiritual foundations) and what would happen if these changed or went away? ▪ Use appropriate activities to help children reflect on the important values on which to build e.g. truthfulness, kindness, tolerance etc. Children can record these in a visual way: they might complete 6 'bricks' each for the foundations, and make a class display of 180 bricks! ▪ What strengthens our lives? Pupils could draw a picture of themselves standing on a base – what / who supports them in their life? Who or what are the foundations upon which they are building their lives? Fill in details on base. ▪ From this lesson, sum up conclusions about the teaching of Jesus: was he a good teacher? Is that something that inspired people? 	<p>I can identify the techniques that Jesus used to teach people (AT1 L3).</p> <p>I can identify / describe one of Jesus' parables (AT1 L2/3).</p> <p>I can identify the impact that believing in Jesus may have on a Christian's life and give some examples of this impact (AT1 L4).</p>	<p><i>Two lessons</i></p> <p><i>Techniques that Jesus used to teach people: the use of stories, everyday examples and practising what he taught.</i></p> <p><i>Links to Design Technology and Science.</i></p> <p><i>An extension activity for higher attaining pupils might ask them to think about what foundations Jesus laid for his disciples, first in New Testament times and then for Christians today.</i></p>

Key Question: *Who did Jesus think was important?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider who Jesus thought was blessed by God.</p> <p>To reflect upon what makes them happy.</p> <p>To reflect upon whether happiness can be found in possessions.</p> <p>To make their own links between Jesus' teachings and Christian beliefs.</p> <p>To recognise their own values and those of others.</p>	<p>Is Jesus inspiring because he helped people to be happy?</p> <p>Jesus teaches people about what makes us really happy</p> <ul style="list-style-type: none"> ▪ Read a children's version of the "Happiness Sayings of Jesus" (The Beatitudes) Matthew 5: 3-12. These sayings are about being "Blessed" (happy). They contain advice on how Christians should live their lives. Jesus' list of "Happiness Statements" is very different to the values most people live by. ▪ Provide children with a set of 8 cards, each one giving a simplified version of the saying of Jesus. Ask them to pick one each and explain to their partner what they think it means. Collate a class list of ideas about what Jesus said would make people happy, e.g. you are happy if you care for others. ▪ Ask children to make a collage to show some of the things Jesus said made people happy and things that make them happy / sad. Would anything be the same? Consider similarities and differences. Ask the pupils to think about what makes them happy. ▪ Give each pupil a card with a picture / description of something that might make them happy. ▪ Allocate the four corners of the room to the following: very important, important, not that important, not important at all. ▪ They are to stand in the area of the room that shows how important their card is in making them happy. ▪ Read a simplified version of the Beatitudes and explain its meaning. ▪ Pupils create their own version of the Beatitudes for themselves individually or in groups. 	<p>I can identify and talk about who Jesus said would be blessed by God (AT1 L2).</p> <p><i>I can identify and talk about what makes me happy (AT2 L2).</i></p> <p>I can describe the importance of Jesus' teaching in the Sermon on the Mount for Christians (AT1 L3).</p> <p><i>I can apply and express thinking about the Beatitudes to my own experiences (AT2 L4).</i></p>	<p><i>The Beatitudes form part of Jesus' "Sermon on the Mount" - Matthew 5:1 – 7:29. The Beatitudes are the first twelve verses of this teaching (Matthew 5:1-12.) In writing their own Beatitudes, pupils should think about who they think should be blessed / happy. They could write their sayings using the following format:</i></p> <p><i>Happy are those who... because....</i></p> <p><i>This work connects both with Literacy and with SEAL programmes.</i></p>

Key Question: *What do Jesus' miracles show about him?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>I know the difference between a miracle and a magic trick.</p> <p>I can describe what some Christians believe that stories about Jesus' miracles show about him.</p> <p>To reflect upon the difficulty of putting faith into action.</p>	<p>Is Jesus inspiring because of his miracles?</p> <ul style="list-style-type: none"> ▪ Discuss the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? ▪ Read one of Jesus' healing miracles that require faith in Jesus, e.g. Matthew 9:27-31, the healing of a blind person. ▪ Explain that many of Jesus' miracles required the person to have faith in him. ▪ Explore the difficulty of putting faith into action and what this shows about the person healed by Jesus. ▪ Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. In pairs / threes, pupils are to do a radio interview about this miracle. One pupil should be the interviewer; the others could either be someone who saw this miracle or the person who was healed. Alternatively the teacher could play the role of the interviewer and ask the pupils questions relating to this miracle. Pupils could then write a newspaper report about the event. 	<p>I can identify / describe one of Jesus' miracles (AT1 L2/3).</p> <p>I can make links between the accounts of Jesus' miracles and Christian beliefs about the importance of Jesus (AT1 L3).</p> <p><i>I can ask and suggest answers to important questions about faith and belief, e.g. Why do some people find it hard to believe in miracles? (AT2 L4).</i></p>	<p><i>Links to Literacy (Communication).</i></p> <p><i>It is not difficult to use a voice recorder and it adds status and value to the work.</i></p>

Key Question: How and why are Holy Week and Easter an expression of Christian beliefs about Jesus?

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To be able to describe the links between the narratives of the last week of Jesus' life and celebrations of Holy Week and Easter in the Christian community today.</p> <p>To be able to apply the idea of an inspiring life for themselves.</p>	<p>Is Jesus inspiring because of his death and resurrection?</p> <ul style="list-style-type: none"> ▪ Learning about Holy Week: Christians remember the last week of Jesus' life in the 7 days before Easter. Key events include the triumphant entry of Jesus into Jerusalem on Palm Sunday, the driving out of the moneychangers from the temple, the last supper, betrayal, arrest and trial of Jesus, the crucifixion and the resurrection. ▪ Working with the story. Use a video/DVD, or a well told text, which matches the learning needs of your class. Stories take root in the imagination if they are presented several times in different ways, so then choose some of these: <ul style="list-style-type: none"> ▪ look at the Bible text together; ▪ ask twenty questions about the events in a quiz styled from the TV; ▪ give pupils a sequencing activity of the key events; ▪ ask groups to make "freeze frames" and then "thought tap" six key moments in the story, (take their photos); ▪ work with the story in a way of your own. <p>Make a 'feelings graph' for Peter through the story. Plot 8 points on it; label it (should the axes be called happy and sad, or elated and devastated? Let pupils choose, and explain theirs to others in the group). Can they do a similar 'feelings graph' for Jesus, from Thursday to Sunday evening?</p> <p>Discuss and write down words to describe the Crucifixion. Tell the story of Easter morning/the Resurrection. Write down words to describe these events. Think about the two sets of contrasting words (sad and happy). Find pictures to represent some of the words. Make a cross collage with crucifixion words and pictures on the lower half and resurrection words and pictures on the top half. Discuss how the cross might make a Christian feel and why they may want to wear one. Get the children to write the 'story' of the crucifixion/resurrection from the cross' point of view (as poetry/prose). What did it see/hear/smell/feel etc?</p> <p>Pupils record their ideas about how common Easter symbols and traditions link with the Easter story: Hot cross buns; palm cross; Easter chick; eggs etc.</p>	<p>I can describe what happened to Jesus in the last week of his life (AT1 L3).</p> <p>I can describe what Christians believe happened after Jesus' death (AT1 L4).</p> <p><i>I can make links and apply ideas from Christianity to the celebrations of today (AT2 L3/4).</i></p>	<p><i>These activities are designed to take place over a number of lessons.</i></p> <p><i>Exercises like this draw attention to the range of views there were about Jesus in his own time, and to the range of views about him to be found today. Such approaches are good for literacy skills as well as RE.</i></p>

Key Question: *Is Jesus still important today?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To identify ways in which Jesus is important to Christians today.</p> <p>To reflect upon who is important in their life.</p>	<p>Someone who is inspired by Jesus today</p> <ul style="list-style-type: none"> ▪ Invite a Christian ~a minister or a lay person ~ to talk to the class about why Jesus is important to them and the difference believing in Jesus makes to their life. If possible, you could also invite in a Muslim to talk about the importance of Jesus in their faith. Pupils to ask questions to the visitor. If possible, record this visit. ▪ Pupils write an introduction to the recording of their visitor explaining who the person is, why Jesus is so important to them and how this impacts on their life. 	<p>I can identify some ways in which believing in Jesus will impact on a Christian's life (AT1 L4).</p> <p><i>I can ask important questions about religion and beliefs, making links between my own and other's responses, e.g. what different beliefs about Jesus are held? Why? (AT2 L4)</i></p> <p><i>I can describe what inspires and influences me and others (AT2 L4).</i></p>	<p><i>Links to Literacy.</i></p> <p><i>May be helpful to get the pupils to prepare questions before the visit.</i></p> <p><i>The pupils may like to think about writing a letter to the visitor explaining about the visit or/and a thank you letter after the visit.</i></p>

Key Questions: *What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To express their own ideas, understanding and insight into the meaning and significance of Jesus' life and teaching in a contemporary context.</p>	<p>Stained glass windows: creative ideas</p> <ul style="list-style-type: none"> ▪ This lesson provides the opportunity for a possible assessment of the unit (refer to the assessment section above). ▪ Pupils are to imagine that they have been asked by a local Church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the gospels as its title (give pupils a choice). Pupils to write an explanation of why their design is a good one (less than 100 words). ▪ This task enables links to the art curriculum. Work with perspex, cut foil or translucent tissue paper is appropriate. 	<p><i>I can describe my designs for a work of creative art that expresses reasons why Jesus is inspiring (AT2 L3).</i></p> <p>I can apply and express my understanding and ideas about Jesus as an inspiration for Christians (AT1 L4).</p>	<p><i>A package like 'Kids Paint' can be used to make initial design ideas.</i></p> <p><i>Links to Art - use a variety of methods & approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.</i></p>

Key Question: *Why do Christians think Jesus is an inspiration?*

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To weigh up different factors in describing the inspiration Jesus gives to Christians.</p> <p>To describe and express pupils' own ideas about Jesus as an inspiration.</p>	<p>Five factors weighed up. Use an outline of a pie chart for the first part of this final activity. Remind pupils of the five reasons why Jesus inspires people that they have investigated: does the inspiration come from:</p> <ul style="list-style-type: none"> ▪ Jesus' life story? ▪ His teachings? ▪ Helping people to be happy? ▪ Miracles? ▪ Death and resurrection? <ul style="list-style-type: none"> ▪ Ask pupils in pairs to 'slice the pie' – giving different weightings to the five different factors, and writing notes to explain their judgements. Share responses on the IWB, and create a class version of the chart. ▪ Then ask pupils to write a more personal piece, in response to these prompts: <ul style="list-style-type: none"> ▪ I think Jesus inspires Christians because... ▪ Three things I have learnt from finding out more about Jesus are... ▪ One thing I think is inspiring about Jesus is... ▪ Another person who inspires me is... ▪ This person is similar to / different from Jesus because... <p>(These can easily be made into a writing frame with some choices built in to it, or some flash cards for discussion in groups).</p>	<p>This summative class activity gives the teacher significant feedback, and enables pupils to come to simple conclusions of their own.</p>	<p><i>This unit makes space for the use of the titles given to Jesus by Christians: Son of God, God come down to earth. These beliefs will be looked at in future key stages and the focus here is on taking note of and beginning to be aware of the terms.</i></p>