

Unit title	Year	Background notes
<b>Why is Jesus important to Christians?</b>	<b>5</b>	<p>In this unit, pupils will begin by sharing what they already know about Jesus and exploring some of the terms that Christians have used in order to express the importance of Jesus for their faith. They will analyse some of the images used in creative expression. Inviting Christians into the classroom to talk about their favourite hymns and songs and how they lead their lives will be an important way of understanding Christian life today. Visitors could be asked to bring in something that expresses Christianity to them eg a favourite picture, poem or hymn.</p> <p><b>Please note</b></p> <p>The activities below are meant only as a guide; teachers should feel free to adapt &amp; develop activities to meet the needs of their individual classes. The key questions &amp; associated activities may need to be spread over a number of sessions to ensure adequate coverage of the learning outcomes.</p>

Key Questions	Key concepts/ vocabulary	Learning Outcomes	Suggested activities	Resources
<b>What do we know about Jesus?</b>	Special Human/Son of God		<ul style="list-style-type: none"> <li>• Give each group of children a range of pictures of Jesus, including pictures of Jesus in a variety of different situations and from a range of cultures and times – ensure that children are not told who pictures are of. Children discuss what they can see happening in the pictures, who they think the pictures show and which is their favourite picture.</li> <li>• Children give feedback about what they have seen and discussed. Teacher to explain that all the pictures are actually of Jesus – allow time for children’s responses to this.</li> <li>• Explain that over the course of this topic, children will be using some of the pictures seen today to help learn about Jesus. Discuss what class already knows about Jesus. If this lesson takes place after Christmas, it might be useful to draw on children’s learning in the Year 5 Christmas unit of work.</li> <li>• Children each create a mindmap or picture, showing what they already know about Jesus. These mindmaps/pictures should be added to throughout the course of the unit.</li> </ul>	A range of pictures of Jesus

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<p><b>What was Jesus like?</b> <b>- through pictures</b></p>	<p>Jesus as: Healer Miracle worker Teacher</p>	<p>I can use religious words to describe some of the different ways in which Christians show their beliefs through art (Level 3)</p>	<ul style="list-style-type: none"> <li>• Play music and show the painting and the mosaic of Jesus as Christ Pantocrator (Christ, the ruler of all).</li> <li>• Work in partners to discuss what they can see and list similarities and differences between the two pictures. (Similarities – Jesus with halo, Jesus giving blessing with his right hand. Differences – wearing more ornate robes and holding the Gospels in the mosaic, the placing of the mosaic in the curved roof ‘apse’ of the basilica represents power and importance of the figure).</li> <li>• Children to discuss the kind of figure that each picture represents and how it makes them feel, then explain which they prefer.</li> <li>• Present groups of children with 1 of these images of Jesus with key questions (some of which are suggested below):</li> </ul> <p><b><u>Mystic Nativity (Sandro Botticelli)</u></b> What is the picture showing? Who is in the picture? Why do you think the baby is so large? It is often said that ‘peace’ is an important subject of this picture – try to explain why.</p> <p><b><u>Jesus opens the eyes of a man born blind (Duccio)</u></b> What is the picture showing? How can we tell that Jesus is special? What are the disciples doing? In the Bible story, some people were angry with Jesus for healing this man, as he did it on the Sabbath. Why do you think Jesus carried on healing people, even if it sometimes made others angry?</p> <p><b><u>Christ driving the traders from the temple</u></b> What is happening in this picture? Where is Jesus? Why is Jesus acting in this way? What can we say about Jesus’ character from what he is doing?</p>	<p>Painting of Jesus and mosaic from Religious Education Book 2 (Ready Resources) by Lynne Broadbent</p> <p>Picture of crucifixion and Jesus driving the traders from the temple can be found in Scholastic Ready Resources book</p>

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<p><b>- in the Bible</b></p>		<p>I can use religious words to describe some of the different ways in which beliefs about Jesus are expressed in the Bible (Level 3)</p>	<p><b><u>Crucifixion</u></b></p> <p>What is happening in this picture? Who can you see in the picture? How are the different characters acting? How do you think a Christian might feel when looking at this painting?</p> <ul style="list-style-type: none"> <li>Groups to discuss their picture and questions, before devising a short presentation showing what they can learn about Jesus by looking at their picture. Children should be given time to watch each other's presentations.</li> <li>Children to add to the mindmap made at the start of the unit. They should put on information they have gathered through studying pictures. Children could write in a specific colour when doing this, enabling teacher to see how their thinking and knowledge has progressed.</li> <li>Reiterate that for many people, the Bible is the main source of information about Jesus. Give groups of children a story about Jesus' life from the Bible (use child friendly Bibles). Extracts could include: Jesus blessing children (Mark 10:13-16/ Matthew 19:13-15), Jesus walking on water (Mark 14:22-32), Jesus cursing the fig tree (Mark 12:12-14 AND 12:20-21), The Last Supper (Luke 22:14-23), Jesus teaching the parable of the lost sheep (Luke 15:1-7), Jesus healing ten lepers (Luke 17:11-19), Jesus goes to the temple (Matthew 21:12-13). Ensure that around three stories are used throughout the class, each teaching something different about Jesus. Groups to read their extract and work out what it teaches about Jesus, then feedback to the rest of the class.</li> <li>Draw together what children have learnt about Jesus from pictures and gospels over the last two weeks</li> <li>Children go back to their picture or mindmap and again add onto it what they have learnt in this lesson (in another colour).</li> </ul>	<p>Children's Bibles or relevant extracts from one</p>

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<p><b>What beliefs about Jesus do Christians hold?</b></p>	<p>Beliefs about Jesus expressed through art, architecture and prayers</p>	<p>I can show understanding of why believers use different ways of expressing what they believe (Level 4)</p>	<ul style="list-style-type: none"> <li>• Watch 'What is it like to be a Christian?' part of introductory powerpoint from RE:Quest CD Rom. Discuss what Christian beliefs about Jesus children found out from watching the presentation.</li> <li>• Remind children that we have looked at what the Bible says about Jesus and that this is one of the main sources of information about Jesus for many Christians. Explain that there are many ways in which we can find out what Christians believe about Jesus. Discuss the following activities with children and carry out at least 1: <ul style="list-style-type: none"> <li>i. visiting a church and looking for evidence of beliefs held about Jesus (including stories found in the Bible, stained glass windows, font, cross/crucifix, altar, banners)</li> <li>ii. looking at religious cards to find evidence of beliefs held about Jesus. Cards could include: Christmas, Easter, sympathy, first communion, baptism, confirmation, christening, wedding</li> <li>iii. looking at words of prayers to find evidence of beliefs held about Jesus.</li> <li>iv. looking at a war memorial and gravestones to find evidence of beliefs held about Jesus</li> </ul> </li> <li>• Once children have researched and discussed beliefs held about Jesus through at least one of the above means, they could show their knowledge and understanding in a variety of ways (eg making a factsheet/poster/short presentation to show findings). If the idea has not been mentioned, introduce Christian image of Jesus as 'Son of God' (ie both human and God) and discuss this with children before they start their work.</li> <li>• Using key questions such as What...? Why...? How...? Where...? Write on speech bubbles any questions that pupils would like answered about how Christians view Jesus.</li> <li>• Invite a Christian visitor/s to share their ideas and beliefs about Jesus and to try to answer the questions raised by the pupils.</li> </ul>	<p>RE: Quest CD Rom</p> <p>Cards</p> <p>Prayers</p>

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<p><b>How might Christians try to be like Jesus in their lives?</b></p>	<p>Model Value Rules Neighbour</p>	<p>I can ask questions about meaning and purpose in life and how I should respond to other people. I can give a range of answers that Christians might give.  (Level 4)</p>	<p><b>If used as an assessment task, see separate sheet.</b></p> <ul style="list-style-type: none"> <li>• Read or tell a story to the class with a moral dilemma and which ends before a decision is made. In pairs, discuss the ending to the story, then share with the whole class. Discuss how they came to their decisions about how to behave eg it would have upset their family, been against their religion, made them feel bad, hurt others</li> <li>• Discuss how Christians might try to follow the teaching of Jesus in their lives</li> <li>• Look at Jesus' famous summing up of the commandments: 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself'. Explore what the concept of 'neighbour' might mean in this context</li> <li>• Read together the story of the Good Samaritan (Luke 10:9-37) pointing out that Jewish people and Samaritans were from different religious and racial groupings and kept separate. Stop at key points in the story to share ideas about what might happen</li> <li>• Discuss why the Samaritan helped the man and their views about Jesus' answer in verses 36-37. Talk about how the Samaritan showed mercy and kindness and is presented as a good neighbour</li> <li>• Act out the story for modern times or produce art work/collage/ writing based on the idea 'Who is my neighbour?'</li> <li>• At the end of this unit children could once again add to their mindmap or drawing from the first lesson, showing progression of knowledge and understanding.</li> </ul>	

### Notes on relevant websites

[www.artmagick.com/paintingSearch.aspx](http://www.artmagick.com/paintingSearch.aspx)

<http://museoprado.mcu.es/prado/html/icuadro agosto.html>

[www.stapleford-centre.org](http://www.stapleford-centre.org)

Holman Hunt's 'The Finding of the Saviour in the Temple'

Paolo Veronese's 'Jesus with the Doctors in the Temple'

The Stapleford Centre through which Margaret Cooling's excellent *Jesus Through Art* can be ordered

### Notes on a resource provider

A good Christian bookshop from which to order resources for work like this is: **Wesley Owen Books, South Woodford, E18 2NA**

Tel: 020 8530 4244; Fax: 020 8518 8924; Email: [south-woodford@wesley-owen.com](mailto:south-woodford@wesley-owen.com)

### A glossary of religious, cultural and other terms used in this planning grid

<b>Light of the World</b>	The phrase is one of the 'I am' sayings – statements which, according to John, Jesus made about himself - from John's Gospel in the Christian New Testament: 'I am the light of the world'
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