



RE Unit 2.6 Year 4

Why do some people think Jesus is inspirational?

Lydia, 11: "When the three women go to look in the tomb and Jesus' body isn't there, I think this is the turning point of the story. They see an angel: they are shocked and overwhelmed but happy as well. What happened when the three woman looked in the tomb and Jesus wasn't there? Christians believe Jesus came back to life."



Wolverhampton SACRE

Support for the Agreed Syllabus

This unit is one of a series of examples written for Wolverhampton SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services.

Why do some people think that Jesus is inspirational? Year 4

About this unit:

This unit of RE for Wolverhampton SACRE focuses on why Jesus is seen as inspirational by some people by exploring key aspects of Jesus' life and teachings. Pupils in year 3 and 4 consider the impact that believing in Jesus will have on a believer's life and reflect on the importance of Jesus for Christians today by considering the celebrations at the festival of Holy Week and Easter. In this unit, pupils will have the opportunity to explore how Jesus is represented in art and reflect on the meaning of these different interpretations. They will also have the opportunity to interview a visitor about the importance of Jesus for them. The themes addressed in this unit are inspirational people; teachings and authority; beliefs and questions; religion and the individual and symbols and expression. These themes are exemplified mainly through the religion of Christianity, although some reference to another religion can be made. Teach the concept of 'inspiring' carefully through the unit of work.

Estimated time for this unit (in hours) 10+ hours of tuition. Teaching can be flexible.

Where this unit fits in:

This unit builds on what pupils have already learnt about the importance of Jesus for Christians through their study of Christmas and Easter in Years 1 and 2. It aims to enable progression by using biblical stories and beginning to challenge pupils to make links between the material studied and their own lives. Invite a local 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. This is an important part of the opportunities this unit can provide. Sometimes Christian parents can help with this.

KEY STRANDS ADDRESSED BY THIS UNIT

- **Religious beliefs, teachings and sources**
- **Religious forms of expression**
- **Questions of identity and belonging**
- **Questions of values and commitments**

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- **Feeling confident about expressing their own beliefs about the importance of Jesus**
- **Developing skills of listening and a willingness to learn from others' views about Jesus, even when different from their own.**
- **Being willing to learn and gain new understanding from other's people's beliefs about Jesus**
- **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.**

Knowledge and skills progression: Prior learning

This unit follows on from earlier learning at FS, KS1 and in Y3 about Christianity, but particularly focuses on the ways the Gospel stories of Jesus are inspiring to Christians and others today. Make sure you teach the concept of 'inspiring' carefully. Remind and recap earlier learning as the unit begins. The syllabus sequencing intends to enable pupils to make progress in understanding Jesus and the Christian community today lesson by lesson and unit by unit.

This unit makes contributions to the personal development of children:

- Spiritually, by learning about and reflecting on important concepts, experiences and beliefs that are at the heart Christianity;
- Morally, by considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings of Christianity;
- Culturally, by considering how beliefs about Jesus have been expressed through the creative and expressive arts and encountering the creative and expressive arts from differing cultures

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have: Learnt that Jesus was the founder of Christianity</p> <p>Some understanding of what Jesus was like through the stories he told and his actions</p> <p>A basic awareness of the place of the Bible in Christian life</p> <p>A basic awareness of Christian worship through festivals learnt about the significance of the most well-known festival symbols, e.g. the cross or the Paschal candle, through seeing them on visits to churches learnt about the Christian concepts of God as Creator and as a loving parent learnt about the life and teaching of the historical Jesus.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>The specific religion: Christianity Christ Jesus Christian Gospel Jew Teacher Rabbi Bread Shepherd Light Parables Disciple Trinity Miracle Crucifixion Resurrection Incarnation</p> <p>Religion in General: Follower Founder God Belief Faith</p> <p>Religious and Human Experiences: Emotional vocabulary: Inspiration, excitement, disappointment, betrayal, remembrance, elation, wonder, bewilderment, celebration, festival, reflection</p>	<p>Starting points for good RE resources</p> <p>Art and images</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 too. Find these online easily. ▪ The Christ We Share, from the Methodist Church / USPG is a good set of images for study too. ▪ Picturing Jesus Fresh ideas (with whiteboard disc) Lat Blaylock RE Today (see publishers catalogues for wide selection) ▪ Picturing Easter (RE Today) ▪ MiracleMaker Warner Home video / DVD – an almost indispensable help to teaching about Jesus, this 90 minute animated life of Jesus is very well suited to this unit. ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 ▪ BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=films&keystages=key%20stage%202&page=1& ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> ○ Inspiring RE: a book about each religion and about living without God ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. <p>Christians</p> <ul style="list-style-type: none"> ▪ Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ ▪ Christianity Explored: https://www.christianityexplored.org/ ▪ Church of England beliefs outlined: https://www.churchofengland.org/our-faith/what-we-believe ▪ RE:Online – Christianity subject knowledge: https://www.reonline.org.uk/subject-knowledge/christianity/ ▪ Understanding Christianity: http://www.understandingchristianity.org.uk/

Why do some people think Jesus is inspirational?

Expectations: At the end of this unit	
Nearly all pupils will be able to...	<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. • Show awareness of how different people describe Jesus • Retell some stories of Jesus • Identify how Jesus has been represented in different ways. • <i>Suggest a meaning from a story of Jesus or a symbol of Jesus.</i> • <i>Respond sensitively to questions about the importance of Jesus for themselves and others.</i>
Many pupils will be able to...	<ul style="list-style-type: none"> • Use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus' life and teachings. • Begin to identify the impact that believing in Jesus has on a Christian's life. • Describe some ways in which Jesus has been represented in art or music • <i>Make links between some Christian beliefs and some stories about Jesus found in the New Testament.</i> • <i>Ask and consider some important questions of their own about Jesus, making links between their own and others' responses.</i>
Some pupils will be able to...	<ul style="list-style-type: none"> • Use a developing religious vocabulary, to show their understanding of what Jesus means to Christians • Describe simply some different interpretations of Jesus' teaching and life. • Show that they understand why Jesus is portrayed in many different ways in art. • <i>Make connections between some New Testament stories about Jesus and Christian beliefs.</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.</i>
<p>ASSESSMENT SUGGESTIONS: A Possible final assessment task:</p> <p>RE needs an assessment for learning approach to gathering evidence of pupils' achievements. There is not a particular need for every unit to produce assessment outcomes on paper.</p> <p>Speak and listen: Using verbal responses, artistic and creative skills and written responses from children to weigh up evidence of achievement is best with this age group. Teaching assistants can make records as seems suitable to the team, for the purposes of continuous assessment for learning.</p> <ul style="list-style-type: none"> • 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 it's title (give pupils a choice). Pupils to write an explanation: 'Six reasons why our design is good for the Christian community' (less than 100 words). <p>These prompts might be useful:</p> <ul style="list-style-type: none"> • 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 the 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. <p>Pupils can be asked to remember to:</p> <ul style="list-style-type: none"> • 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. 	

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What is an inspiring person? Who is an inspiring person?			
<p>To gain and use new religious vocabulary in relation to the ways Jesus is inspiring</p> <p>To consider the idea that we are all inspired by other people sometimes.</p>	<p>Being inspired: what's that?</p> <ul style="list-style-type: none"> Ask pupils in pairs to make lists of heroes in movies that they like – Shrek, Buzz Lightyear, Simba the Lion King, Mr Incredible, Monsters Inc. and so on. What do these heroes have in common? (Answers might include that they are brave, fun, learners, unselfish, wise, have good ideas, likable and many more) Why do people like them? How do we show who our heroes are? 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? Use a diagram-maker from Smart Art or similar to show what we mean by 'inspiring' 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 billions (not like the 'heroes' on TV). <div data-bbox="965 727 1402 1211" style="text-align: center;"> <pre> graph TD A((Inspiring: What does that mean?)) --- B((Brave)) A --- C((Full of good ideas)) A --- D((??)) A --- E(()) A --- F(()) </pre> </div>	<p>All pupils will talk about heroes and inspiring people</p> <p>Many pupils will choose inspiring people of my own and give reasons</p> <p>Some pupils will outline and explain links between inspiring people from different settings</p>	<p>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 built in to this unit.</p>

Why do some people think Jesus is inspirational?

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES: Pupils to be able to say "I can..."	POINTS TO NOTE
Who did Jesus say he was?			
<p>To understand the symbolic language used for Jesus</p> <p>To reflect on the meaning of the statements that Jesus made about himself</p> <p>To understand the importance of these sayings for Christians</p> <p>To gain and use new religious vocabulary in relation to the ways Jesus is inspiring</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 quiz is good fun. ('Who is like a Rolls Royce? Who is like a silk robe? Who is like a roast lunch?'). Note the difference between simile and metaphor here. 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. 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. 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>All pupils will say what symbols Jesus used to describe himself</p> <p>Many pupils will think of some metaphors to describe what they are like, connecting them to Bible metaphors for Jesus</p> <p>Some pupils will: Describe and explain what the symbols used in the 'I am' sayings show about Jesus; Explain the importance of Jesus for Christians using religious vocabulary; Ask important questions about the purpose and meaning of the symbolic language used to describe Jesus.</p>	<p>The 'I am' sayings can be found in John 6:35; 9:5; 10:7; 10:14; 11:25; 14:6; 15:5.</p> <p>There is a useful version of these sayings in the Lion Children's Bible</p> <p>Links to literacy and the use of metaphorical language (this can cross reference to Y4 literacy work about metaphor and simile)</p>

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What do we know about Jesus' life story? Is his story inspiring for some people?			
<p>That there is no 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 understand how images of Jesus are 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 different 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 themselves? 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>All pupils will respond sensitively to some images of Jesus from the global Christian art of today</p> <p>May pupils will identify similarities and differences in the way in which Jesus has been portrayed; Describe how the artists show their ideas about Jesus</p> <p>Some pupils will show understanding of what the images of Jesus show about the beliefs of the artist; Apply their own ideas about the meaning and purpose of Jesus' life and teachings.</p>	<p>Links to Art Links to ICT There are many photo packs available that contain different images of Jesus.</p> <p>Some good examples can be found on the web: www.rejesus.org is a good starting point.</p>

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?			
<p>To know one of Jesus' parables</p> <p>To understand the meaning of one of Jesus' parables</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 will 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, and think together about the meaning. • 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. • 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? • From this lesson, sum up conclusions about the teaching of Jesus: was he a good teacher? Is that something that inspired people? 	<p>All pupils will re-tell one of the stories of Jesus and suggest what it means for Christians</p> <p>Many pupils will identify the techniques that Jesus used to teach people; Describe one of Jesus' parables</p> <p>Some pupils will explain the impact that believing in Jesus will have on a Christian's life using examples of the impact.</p>	<p>Techniques that Jesus used to teach people: the use of stories, everyday examples and practising what he taught.</p> <p>Links to Design Technology</p> <p>Links to Science</p> <p>An extension activity for higher achieving pupils might ask them to think about what foundations Jesus laid for his disciples, first in New testament times and then for Christians today.</p>


Why do some people think Jesus is inspirational?

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
Who did Jesus think was important?			
<p>To consider who Jesus considered to be 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? 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 are to create their own version of the Beatitudes, using the formula 'You are happy if...' 	<p>All pupils will identify who Jesus said would be blessed by God</p> <p>Many pupils will identify what makes them happy; Describe the importance of Jesus' teaching in the Sermon on the Mount for Christians.</p> <p>Some pupils will create their own Beatitudes to show who they think should be blessed / happy.</p>	<p>The Beatitudes form part of Jesus sermon on the mount Matthew 5:1 – 7:29</p> <p>The Beatitudes are the first twelve verses of this teaching (Matthew 5:1-12)</p> <p>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: Happy are those who... because....</p> <p>This work connects both with literacy and with SEAL programmes.</p>

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What do Jesus' miracles show about him?			
<p>The difference between a miracle and a magic trick</p> <p>To understand what Jesus' miracles show about him</p> <p>To gain and use new religious vocabulary in relation to the ways Jesus is inspiring</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 requires faith in Jesus e.g. Matthew 9:27-31, a 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 story. One pupil should be the interviewer; the other 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. Give them time to come up with good questions! 	<p>All pupils will identify one of Jesus' miracles</p> <p>Many pupils will describe one of Jesus' miracles; Make links between the accounts of Jesus' miracles and Christian beliefs about the importance of Jesus.</p> <p>Some pupils will ask and suggest answers to important questions about faith and belief, e.g: why do some people find it hard to believe in miracles? Do Jesus' miracles all have meanings? What's the difference between miracles and magic?</p>	<p>Links to Literacy (Communication)</p> <p>It is not difficult to use a voice recorder and it adds status and value to the work.</p>

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
How and why are Holy Week and Easter an expression of Christian beliefs about Jesus?			
<p>To gain and use new religious vocabulary in relation to the ways Jesus is inspiring</p> <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: the last week of Jesus' life is remembered by Christians 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. The Resurrection. • Working with the story. Use a video version, 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 choose some of these: <ul style="list-style-type: none"> • show a video, • read a story book version together, • look at the bible text together, • ask twenty questions about the events in a quiz styled from the TV, • give pupils a sequencing activity (see next page), • ask groups to make 'freeze frames' of six key moments in the story, and take their photos, • work with the story in a way of your own. • Task: 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? • Task: Write the Resurrection story from the perspective of another key character, such as the mother of Jesus, Pontius Pilate, a guard at the tomb, one of the Pharisees, Thomas the disciple or Cleopas, the traveller to Emmaus. 	<p>All pupils will identify some events from Holy Week; Re-tell one of the stories about Holy Week</p> <p>Many pupils will describe what happened to Jesus in the last week of his life; Make links from the Gospel stories to the celebrations of today.</p> <p>Some pupils will show that they understand what Christians believe happened after Jesus' death, using words like 'miracle', 'resurrection' and 'power of God'; Apply ideas from the Gospel stories to the celebrations of today.</p>	<p>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.</p>

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Is Jesus still important today? Why? Who to? How does it show?			
<p>To develop skills in questioning AOTs (Adults other than teachers) Why Jesus is important to Christians today (About the importance of Jesus for other faiths)</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"> • Create a class list of all the people they look up to. • What do the children admire / like about these people? How would someone else be able to tell that this person is important to you? • Pupils could bring a picture of this person and this could form part of a class display. • 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. Students to ask questions to the visitor. If possible record this visit • Pupils are to write an introduction to the recording of their visitor explaining who the person is and why Jesus is so important to them 	<p>Many pupils will make links between the stories of Jesus and the way our visitor lives</p> <p>Some pupils will identify the impact that believing in Jesus will have on a Christian's life; 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? Show understanding of what inspires and influences me and others.</p>	<p>Links to Literacy May be helpful to get the pupils to prepare questions before the visit</p> <p>The pupils may like to think about writing a letter to the visitor explaining about the visit and/or a thank you letter after the visit</p>

LEARNING INTENTIONS Pupils should learn:	Implementation: teaching and learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can..."	POINTS TO NOTE
What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?			
<p>To use the new religious vocabulary in relation to the ways Jesus is inspiring they have gained accurately</p> <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 sets the assessment of the unit in motion (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 it's title. As you give pupils a choice of Bible text, you might use these examples: <ul style="list-style-type: none"> 'I am the Light of the World' 'I am the Good Shepherd.' 'The Kingdom of God is near.' Jesus said: 'I came to call sinners, not righteous people, to turn their lives.' 'Your sins are forgiven.' Pupils are to write an explanation of why their design is a good one (less than 100 words). This task enables links to the art and design curriculum. Work with Perspex, cut foil or translucent tissue paper is appropriate, and it is exciting and rewarding for pupils to use their art skills with high quality art and craft materials as well as their conceptual thinking about Christianity in this way. 	<p>Many pupils will describe their designs for a work of creative art that expresses reasons why Jesus is inspiring.</p> <p>Some pupils will apply and express their understanding and ideas about Jesus as an inspiration to Christians and to others.</p>	<p>A package like 'Kids Paint' can be used to make initial designs ideas. Links to NC Art and Design 2c: "use a variety of methods & approaches to communicate observations, ideas and feelings, and to design and make images and artefacts."</p>
			<p>This lovely Year 6 example of the task shows 'Jesus the Healer'</p>