**Year group: 3**

**Big question:** Who is Jesus?

**Religious vocabulary:**

* **Incarnation:** See background knowledge for teachers.
* **Gospel:** See background knowledge for teachers.
* **Jesus:** The central figure of Christian history and devotion. The second person of the Trinity.
* **Metaphor:** A metaphor is**a figure of speech that describes something by saying it is something else.**
* **Resurrection:** The rising from the dead of Jesus Christ on the third day after the crucifixion. The rising from the dead of believers at the Last Day. The new, or risen, life of Christians.
* **Eternal life:** Life that continues beyond this world.
* **Hope:** That which is promised by God. A certainty that, that which is promised will happen.
* **Truth:** Something that is totally reliable. Christian truth is revealed in Jesus Christ.

**What a child needs to know and remember by the end of the unit:**

* To know and remember the core concepts: Incarnation and Gospel.
* To know and remember the ‘I am’ statements and their meaning to Christians.
* To consider how the statements may be relevant and applied to their own lives.

**Sensitivities:**

Be mindful of pupils’ cultural backgrounds and beliefs.

Be mindful of pupils who may have experienced loss or who may be grieving.

Be mindful of pupils for whom the concepts of belonging is difficult to understand.

Be mindful of pupils who may have experienced trauma.

**Core concept:**

Incarnation

Gospel

**What a child should be able to do: (Assessment)**

**Beliefs, teachings, sources of wisdom and authority:**

* I can suggest the meaning behind the ‘I am’ statements. (WT)
* I can describe what a Christian might learn from the ‘I am’ statements. (Exp)
* I can make links between how a Christian understands the ‘I am‘ statements and connect them to their own lives. (GD)

**Questions of meanings purpose and truth:**

* I am beginning to explore questions about meaning and truth and can discuss the meaning behind the ‘I can’ statements. (WT)
* I can ask important questions about life and can compare my ideas with those of others. (Exp)
* I can represent my own ideas and suggest reasons for them and respond thoughtfully. (GD)

**Weekly questions: What does Jesus mean when he says:****Week 1: ‘**I am the bread of life’  
**Week 2: ‘**I am the light of the world’  
**Week 3: ‘**I am the good shepherd?  
**Week 4: ‘**I am the true vine’  
**Week 5:** ‘I am the resurrection and the life’  
**Week 6:** Who does Jesus say he is?

**Week 1:**   
**Week 2:**

**Week 3:**   
**Week 4:**

**Week 5:**

**Week 6:**

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| **Background knowledge for teachers:**  **Core concept:** Incarnation  **The meaning of Incarnation:**  The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.  **Core concept:** Gospel  **The meaning of Gospel:**  Jesus’ incarnation is ‘good news’ for all people. (‘Gospel’ means ‘good news’.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God. Jesus’ example and teaching emphasise loving one’s neighbour — particularly the weak and vulnerable — as part of loving God.  **The I am statements:** Extract from Christianity.com  In the Gospel of John, Jesus makes seven statements beginning with the words *I am*. Each of these “I am” proclamations further ones understanding of Jesus’ ministry in the world. They also link Jesus to the Old Testament revelation of God.  In the Old Testament, God revealed His name to Moses: “I AM WHO I AM. This is what you are to say to the Israelites: ‘I AM has sent me to you’” **(**[**Exodus 3:14**](https://biblia.com/bible/esv/Exod%203.14)**).** Thus, in Judaism, “[I AM](https://www.gotquestions.org/I-AM-WHO-I-AM-Exodus-3-14.html)” is unquestionably understood as a name for God. Whenever Jesus made an “I am” statement in which He claimed attributes of deity, He was identifying Himself as God.  **“I am the**[**bread of life**](https://www.gotquestions.org/bread-of-life.html)**”** **(**[**John 6:35**](https://biblia.com/bible/esv/John%206.35)**,**[**41**](https://biblia.com/bible/esv/John%206.41)**,**[**48**](https://biblia.com/bible/esv/John%206.48)**,**[**51**](https://biblia.com/bible/esv/John%206.51)**).**  Image result for image of the bread of life  In this chapter, Jesus establishes a pattern that continues through John’s gospel—Jesus makes a statement about who He is, and He backs it up with something He does. In this case, Jesus states that He is the bread of life just after He had fed the 5,000 in the wilderness. At the same time, He contrasts what He can do with what Moses had done for their ancestors: “Our ancestors ate the manna in the wilderness, yet they died. But here is the bread that comes down from heaven, which anyone may eat and not die” **(verses 49–50).**  **“I am the**[**light of the world**](https://www.gotquestions.org/light-of-the-world.html)**”** **(**[**John 8:12**](https://biblia.com/bible/esv/John%208.12)**;**[**9:5**](https://biblia.com/bible/esv/John%209.5)**).**  Image result for image of light of the world  This second of Jesus’ “I am” statements in John’s Gospel comes right before He heals a man born blind. Jesus not only says He is the light; He proves it. Jesus’ words and actions echo [**Genesis 1:3**](https://biblia.com/bible/esv/Gen%201.3)**,** “And God said, ‘Let there be light,’ and there was light.”  ***“***[**I am the gate**](https://www.gotquestions.org/I-am-the-door.html)**”** **(**[**John 10:7**](https://biblia.com/bible/esv/John%2010.7)**and**[**9**](https://biblia.com/bible/esv/John%2010.9)**).**  Image result for image of I am the gate  This “I am” statement stresses that no one can enter the kingdom of heaven by any other means than Christ Himself. Jesus’ words in this passage are couched in the imagery of a sheepfold. He is the one and only way to enter the fold. “Truly, truly, I say to you, he who does not enter the sheepfold by the door but climbs in by another way, that man is a thief and a robber” (verse 1)  **“I am the**[**good shepherd**](https://www.gotquestions.org/Good-Shepherd.html)**”** **(**[**John 10:11**](https://biblia.com/bible/esv/John%2010.11)**,**[**14**](https://biblia.com/bible/esv/John%2010.14)**).**  See the source image  With this “I am” statement, Jesus portrays His great love and care. He is the One who willingly protects His flock even to the point of death **(verses 11 and 15).** When Jesus called Himself the good shepherd, He unmistakably took for Himself one of God’s titles in the Old Testament: “The Lord is my shepherd” **(**[**Psalm 23:1**](https://biblia.com/bible/esv/Ps%2023.1)**).**  **“I am**[**the resurrection and the life**](https://www.gotquestions.org/resurrection-and-life.html)**” (**[**John 11:25**](https://biblia.com/bible/esv/John%2011.25)**).**  Image result for resurrection and the life  Jesus made this “I am” statement immediately before raising Lazarus from the dead. Again, we see that Jesus’ teaching was not just empty talk; when He made a claim, He substantiated it with action. He holds “the keys of death and the grave” **(Revelation 1:18 ).** In raising Lazarus from the dead, Jesus showed how He can fulfil Yahweh’s promise to ancient Israel: “[God’s] dead shall live; their bodies shall rise” **(Isaiah 26:19).** Apart from Jesus, there is neither resurrection nor eternal life.  Image result for image of i am the way the truth and the life  **“I am**[**the way and the truth and the life**](https://www.gotquestions.org/way-truth-life.html)**” (**[**John 14:6**](https://biblia.com/bible/esv/John%2014.6)**).** This powerful “I am” statement of Christ’s is packed with meaning. Jesus is not merely one way among many ways to God; He is the only way. Scripture said that “The very essence of [God’s] words is truth” **(Psalm 119:160),** and here is Jesus proclaiming that He is the truth—confirming His identity as the Word of God **(See**[**John 1:1**](https://biblia.com/bible/esv/John%201.1)**,**[**14**](https://biblia.com/bible/esv/John%201.14)**).** And Jesus alone is the source of life; He is the Creator and Sustainer of all life and the Giver of eternal life.  **“I am the**[**true vine**](https://www.gotquestions.org/true-vine.html)**” (**[**John 15:1**](https://biblia.com/bible/esv/John%2015.1)**,**[**5**](https://biblia.com/bible/esv/John%2015.5)**).**  Image result for Jesus As the True Vine. Size: 150 x 204. Source: commons.wikimedia.org  The final metaphorical “I am” statement in the Gospel of John emphasises the sustaining power of Christ. We are the branches, and He is the vine. Just as a branch cannot bear fruit unless it is joined in vital union with the vine, only those who are joined to Christ and receive their power from Him produce fruit in the Christian life.  **Holman Hunt**: The light of the world. The link below will give you an explanation of the meaning behind the painting.  [**https://www.stpauls.co.uk/documents/Education/Light%20of%20the%20world%20booklet.pdf**](https://www.stpauls.co.uk/documents/Education/Light%20of%20the%20world%20booklet.pdf)  **The raising of Lazarus:** **John 11: 1 – 44**  See the source image   * **Context:** Lazarus, the brother of Mary and Martha, is very sick. He was from Bethany. Mary and Martha sent a message to Jesus to let him know that his dear friend was very sick. Jesus did not go at once to Bethany but stayed where he was for a further two days. * Lazarus was one of Jesus’ closest friends. * Jesus informs Martha that Lazarus will rise again but Martha does not quite understand * Jesus refers to himself as the resurrection and the life. “I am the resurrection and the life. He who believes in me will live, even though he dies; and whoever lives and believes in me will never die." This is significant in the Biblical narrative. Here we have a very clear declaration of who Jesus is and what people needed to do to receive eternal life – believe in Jesus. * Jesus weeps with Mary and Martha. This is significant because it shows the very human response to a friend’s death. Jesus is not afraid to show genuine human emotion. * Jesus waited before he went to Bethany. Many Biblical scholars would say this was because Jesus knew what was to come. It Is this miracle that points to what is to come - the death and resurrection of Christ. |

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| **Lesson 1:** What does Jesus mean when he says “I am the bread of life”? | |
| **Intentions:**  To give pupils opportunities to: | * Suggest the meaning behind the ‘I am’ statement. * Begin to explore questions about meaning and truth. * Ask important questions.   **Key religious vocabulary:** Incarnation, Gospel, nourishment, sustain, |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Working in pairs:** Ask the pupils to create a mind map. On the map to write down key words and names that come to mind when they think of Jesus and anything they think they know about who Jesus is.  **Snowball:**  One pair shares their vocabulary list with another pair – look for similarities and differences in the list.  **Assessment opportunity:** What do the pupils already know about Jesus?  **Key questions:**   * Can you link any of the words together? Use arrows to do this * Can you group the words under a category? Circle words in one colour that link to a category – eg names, characteristics, things Jesus did. * Is there a common thread/theme running through?   **To note:** The Bible is the source and authority for many Christians which tells them about Jesus, both the human and divine side of Him – Incarnation.  **To note:** Keep the notes pupils have made as they will be required in lesson 6 for assessment.  Introduce pupils to the I am statements found in the Gospel of John. Explain how Jesus used the I am statements to explain something about the nature of God. References often refer back to the Old Testament.  **Main teaching input: (Investigate and explore)**  **Introduce the big question for the unit:** **Who is Jesus?**  **Introduce this week’s question:** **What does Jesus mean when he says “I am the bread of life”?**  Jesus says “I am the Bread of life.”  Refer to previous learning to explore ideas about the symbolism of bread in Christianity and Judaism (e.g. Moses, manna from Heaven and God’s provision giving what we need, not what we want.)  Show the loaf of bread – What is it? *(A staple food)*  What is it made of? What do you get from it? How does it sustain you?  (Bread is a metaphor for food generally, e.g. we need it to survive, it gives us the nutrients and vitamins we need, etc.)  **Key verse:** **John 6:35 “I am the bread of life. Whoever comes to me will never go hungry.”**  **Biblical text analysis: John 6: 25 – 35**  Read from verse 25 because it puts verse 35 into context. Jesus has just fed the five thousand. The crowd follow Jesus, they want to know more about him. Jesus is keen to point out to them what they need to do to do the works God requires and that is to believe in the one he has sent. The crowd ask for miraculous signs pointing to their forefathers who gave them manner in the desert. It is at this point Jesus refers to himself as the bread of life.  **Key questions: Based on John 6: 35**  **Behind the text: Why was it written? Discipline:** Theology   * Why do you think the author included this statement in his Gospel?   **Within the text: What does the text mean?** Are there any words that need explaining? **Discipline:** Philosophy   * What does Jesus mean when he says “**I am the bread of life. Whoever comes to me will never go hungry.”**   **In front of the text:** **This is concerned with the relationship between the text and the reader. Discipline:** Human and social science   * What does this statement tell us about Jesus? * How might this statement help a believer understand the nature of God? * How do you think identifying Jesus as the bread of life might help a Christian in their daily life? How might it help you?   **(Refer to background knowledge for teachers.)**  **Main activity: (Evaluate and communicate)**  **Pupils** to work in threes.  **Key question:** What ingredients do we need in life that will sustain and nourish us? Do you think everyone needs the same ingredients or do you think it is dependent upon circumstances?  Give pupils a different perspective to consider. Eg: Refugee, a child living in poverty in a developing country.  **To note:** Be mindful of your own context, particularly with regards to pupils’ experiences, when giving the alternative perspective.  Diamond nine activity. (**See appendix lesson 1.**)  Teacher to take feedback from groups.  **Plenary: (Reflect and express)**  **Recap** the meaning of the I am statement.  **Circle time:**  **Key questions:**   * How do you think the words of Jesus nourish and sustain Christians? * What nourishes and sustains you? |
| **Resources:** | * Bibles. * Appendix lesson 1. |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 2:** What did Jesus mean when he said “I am the light of the world”? | |
| **Intentions:**  To give pupils opportunities to: | * Suggest the meaning behind the ‘I am’ statement. * Describe what a Christian might learn from the ‘I’am’ statement. * Begin to explore questions about meaning and truth. * Ask important questions. * Represent their own ideas and suggest reasons for them.   **Key religious vocabulary:** Incarnation, Gospel, sin, salvation, life. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * To know the meaning behind the statement ‘I am the bread of life.’ * To know how the words of Jesus can nourish and sustain a Christian.   **Main teaching input: (Investigate and explore)**  Show painting by Holman Hunt of ‘The Light of the World.’ **(See appendix lesson 2a.)**  **Key questions:**   * What do you see? (Make a list.) * How many sources of light can you see? * Where is the light coming from? * I wonder why Jesus is holding the lantern? And why do you think he is standing by a door?   Discuss pupils’ ideas.  **Explain** the meaning behind the painting. **(Refer to background knowledge for teachers.)**  **Introduce this week’s question: What did Jesus mean when he said “I am the light of the world”?**  Introduce the concept of two types of light – physical and spiritual. Turn the lights off and light a candle in the middle of the room. Discuss how the candle powerfully and effectively provides us with light and light is crucial for life. We need physical light to survive – plants would die without the sunlight. Also discuss how they feel in the dark, and then when the light comes on. Explain that light, especially sunlight, can also make people feel better.  **Key question:** What did Jesus mean when he said **“I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life”?**  **Biblical text analysis: John 8: 12 - 18**  Read all seven verses in order to know the context. The people are challenging the validity of Jesus. The pharisees are challenging Jesus and claiming that his testimony can’t be valid because he appears as his own witness. Jesus says he stands with the Father who sent him and according to Jewish law, the testimony of two men is valid. Jesus knows where he has come from and where he is going but the people do not understand.  **(Refer to background knowledge for teachers.)**  **Key questions: Based on John 8: 12**  **Behind the text: Why was it written? Discipline:** Theology   * Why do you think the author included this statement in his Gospel?   **Within the text: What does the text mean?** Are there any words that need explaining? **Discipline:** Philosophy   * What does Jesus mean when he says “**I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life”?**   **In front of the text:** **This is concerned with the relationship between the text and the reader. Discipline:** Human and social science   * What does this statement tell us about Jesus? * How might this statement help a believer understand the nature of God? * How do you think identifying Jesus as the light of the world might help a Christian in their daily life? How might it help you?   **Explain** to the pupils that when Jesus spoke again to the people, He said, “I am the Light of the World. Whoever follows me will never walk in darkness but have the light of life.” The metaphor used by Jesus in this verse speaks of the light of His truth, the light of His word, the light of eternal Life. Those who receive the true light will never walk in spiritual darkness. Darkness in this context means sin – those things that are not of God.  **Explain** that Jesus is a spiritual light source. From a Christian perspective, it is through Him, the light of the world, that humanity receives salvation because sins are forgiven and a rightful relationship with God, through the death and resurrection of Christ, can be restored. When Christians decide to follow Jesus and walk in his light then their actions must reflect the light. Eg Loving God, loving neighbour, loving self.  **Main activity: (Evaluate and communicate)**  **Key question:** “**I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life”?** What do you think this means for a Christian in their daily life?  **Working in groups of three: (See appendix lesson 2b.)**  **Pupils** select the three statements that they feel are the most important ones to help answer the question.  **Snowball: Two groups share their answers with each other.**  **Key questions:**   * What is the same and what is different? * What are the reasons behind the decisions you have made?   Working as a group of six, out of the six statements you now have, choose three that you think are the most important.  **Plenary: (Reflect and express)**  **Recap** the meaning of the I am statement.   * Take a newspaper story which shows a dark situation (age appropriate). What would this situation look like if Jesus shone His light into it? How might a Christian be able to bring the light of Christ into the situation? |
| **Resources:** | * Appendix lesson 2a * Appendix lesson 2b. |
| **Sensitivities:** | * Be mindful of pupils who may have experienced trauma. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 3:** What did Jesus mean when he said “I am the good shepherd”?  **To note:** Allow for 1.5 hours for this lesson to give pupils time to produce a high-quality piece of writing. This could be linked with an English lesson. | |
| **Intentions:**  To give pupils opportunities to: | * Suggest the meaning behind the ‘I am’ statement. * Describe what a Christian might learn from the ‘I’am’ statement. * Make links with how the ‘I am’ statement might connect with their life. * Begin to explore questions about meaning and truth. * Ask important questions. * Represent their own ideas and suggest reasons for them.   **Key religious vocabulary:** Incarnation, Gospel, protection, guidance. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous week’s learning:  **Key knowledge checking:**   * To know the meaning behind the statement ‘ I am the light of the world.’ * To know how the words of Jesus can offer hope and salvation to those who believe in Him.   Show pupils pictures of shepherds.  **Key question:**   * What is the role of a shepherd? * What are the characteristics of a ‘good’ shepherd?   (They won’t abandon their sheep; they will protect them no matter what, etc.)   * What are the characteristics of sheep?   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: What did Jesus mean when he said “I am the good shepherd”?**  **Biblical text analysis: John 10: 11 - 16**  Read all seven verses in order to know the context. The people are challenging the validity of Jesus. The pharisees are challenging Jesus and claiming that his testimony can’t be valid because he appears as his own witness. Jesus says he stands with the Father who sent him and according to Jewish law, the testimony of two men is valid. Jesus knows where he has come from and where he is going but the people do not understand.  **(Refer to background knowledge for teachers.)**  **Key questions: Based on John 10: 11 - 16**  **Behind the text: Why was it written? Discipline:** Theology   * Why do you think the author included this statement in his Gospel?   **Within the text: What does the text mean?** Are there any words that need explaining? **Discipline:** Philosophy   * What does Jesus mean when he says “**I am the good shepherd”?** * What is ‘the good shepherd’ protecting the sheep from? * Why did Jesus describe His people as sheep?   (They can be timid and scared easily; they are easily led and require someone to look after them, etc.)  **In front of the text:** **This is concerned with the relationship between the text and the reader. Discipline:** Human and social science   * What does this statement tell us about Jesus? * How might this statement help a believer understand the nature of God? * How do you think identifying Jesus as the Good Shepherd might help a Christian in their daily life? How might it help you?   **Main activity: (Evaluate and communicate)**  **Key question:** What have you learnt so far about who Jesus is from the I am statements?  **Independent writing:**  Pupils to have the opportunity to write an extended piece of writing that addresses the following questions.   * What does Jesus mean when he refers to himself as the bread of life, the light of the world and the good shepherd? * How do you think I am statements help a Christian in their daily life? * What do the I am statements make you think of – are they helpful to you when you think of your own life? * Who gives you nourishment? Who is your guiding light? Who protects and cares for you?   **Model** the writing to ensure a high-quality written outcome. Provide pupils with a religious vocabulary word bank from which to refer to.  **Differentiation:** Pupils link statement to meaning and write a sentence to say how the statement could help them in their life.  **Eg:** In the Gospel of John, Jesus tries to explain to the crowd, his disciples and to the pharisees who he is. He uses the I am statements. Jesus says, “I am the bread of life. Whoever comes to me will never go hungry.” What Jesus means by this is that he is the one that gives nourishment and can sustain life. People who follow him will always have enough of what they need to live life to the full. Jesus also says, “I am the light of the world. Whoever follows me will never walk in darkness.” What Jesus means by this is that he is the spiritual light. He is the light that can shine in the very dark places and situations of this world. People who follow him, are forgiven for their sins and are offered eternal life – a life with God forever. Finally, Jesus says, “I am the good shepherd. What Jesus means is that he protects and cares for his people especially at times when there may be danger near. All these statements I think helps a Christian to understand who Jesus is and how Jesus can help them in their daily life. To know that Jesus is with them always and will protect them gives them comfort and hope to face the world. For me the I am statements have made me think about the people in my life that help me. My parents protect me from harm. My family are an inspiration to me and help me to stay on the right path. My faith in God helps me to not feel alone and to know that someone is looking out for me.  **Plenary: (Reflect and express)**  Relate to v7 and v9 - Jesus also refers to himself as the gate to the sheep - idea of protection and safety.  The shepherds would do anything to protect their sheep from danger, even die for them. Christians believe that Jesus, through His sacrifice, died on the cross for people, His sheep.  **Key question:**   * What do we do to protect and care for others? What are we prepared to sacrifice? Refer to a news story where someone has sacrificed something for someone else. |
| **Resources:** | * Pictures of shepherds. |
| **Sensitivities:** | * Be mindful of pupils who may have experienced trauma. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 4:** What did Jesus mean when he said “I am the true vine”? | |
| **Intentions:**  To give pupils opportunities to: | * Suggest the meaning behind the ‘I am’ statement. * Describe what a Christian might learn from the ‘I’am’ statement. * Make links with how the ‘I am’ statement might connect with their life. * Begin to explore questions about meaning and truth. * Ask important questions. * Represent their own ideas and suggest reasons for them.   **Key religious vocabulary:** Incarnation, Gospel, belonging. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * The meaning of the I am statements explored so far. * How the I am statements help a Christian to understand who Jesus is. * How the I am statement help people to think about how they live their lives and who gives them the ‘ingredients’ they need.   **Dual coding activity:** Picture, phrase, meaning, application for a Christian and person of another faith or no faith. Pupils to link the various parts together.  Aim of the activity is to identify what pupils know and don’t know and to address any misconceptions.  **Main teaching input: (Investigate and explore)**  Show a painting that depicts Jesus as a vine  16th Century Greek icon, Jesus as The True Vine  [**https://commons.wikimedia.org/wiki/File:Christ\_the\_True\_Vine\_icon\_(Athens,\_16th\_century).jpg**](https://commons.wikimedia.org/wiki/File:Christ_the_True_Vine_icon_(Athens,_16th_century).jpg)  **Key questions:**   * What can you see? * What do you think the artist is trying to portray? * What does the painting make you think about? * How do you think this painting helps us to answer the big question of the unit: Who is Jesus? * What does it show you about what Jesus is like?   Discuss what a vine is – show images in case pupils are not sure.  **Key questions:**   * What is the purpose of a vine? (To provide fruit.) * What is special about a vine? (It all comes from the same source/ root)   **Introduce this week’s question: What did Jesus mean when he said ‘I am the true vine.’**  **Biblical text analysis: John 15: 1 – 8**  Read through the text with the pupils.  “I am the true vine” **(**[**John 15:1**](https://biblia.com/bible/esv/John%2015.1)**)** is the last of seven [“I am”](https://www.gotquestions.org/I-AM.html) declarations of Jesus recorded only in John’s Gospel. These “I am” proclamations point to His unique divine identity and purpose. Jesus said, “I am the true vine” to closest friends gathered around Him. It was only a short time before Judas would betray Him; in fact, Judas had already left to do his infamous deed **(**[**John 13:30**](https://biblia.com/bible/esv/John%2013.30)**).** Jesus was preparing the eleven men left for His pending crucifixion, His resurrection, and His subsequent departure for heaven. He had just told them that He would be leaving them **(**[**John 14:2**](https://biblia.com/bible/esv/John%2014.2)**).** Knowing how disturbed they would feel, He gave them this lovely metaphor of the true vine as one of His encouragements.  **(Refer to background knowledge for teachers.)**  **Key questions: Based on John 15: 1 - 8**  **Behind the text: Why was it written? Discipline:** Theology   * Why do you think the author included this statement in his Gospel?   **Within the text: What does the text mean?** Are there any words that need explaining? **Discipline:** Philosophy   * What does Jesus mean when he says “**I am the true vine.”?** * What does Jesus mean when he says **“You are the branches”?** * What does Jesus means when he says **“ If anyone does not remain in me, he is like a branch that is thrown away and withers.”** * What happens to the branches that remain attached to the vine? (Bear fruit.) What do you think this fruit consists of?   **In front of the text:** **This is concerned with the relationship between the text and the reader. Discipline:** Human and social science   * What does this statement tell us about Jesus? * How might this statement help a believer understand the nature of God? * How do you think identifying Jesus as the true vine and the people as the branches might help a Christian in their daily life?   How might it help you?  **Reinforce the meaning of the passage:**  Show the children a large branch that has been disconnected from a tree.  **Key questions:**   * What has happened to it? (It’s died.) * Why has it died? * What happens when the branch gets broken off the tree?   Christians believe that if people walk away from Jesus, they become disconnected from ‘the vine.’  Demonstrate by standing in a circle and holding hands. Send a pulse round the circle. Then choose someone to stand out of the circle. Send the pulse again. Can the excluded person feel it? What would they need to do to feel the pulse again?  **Key questions:**   * Why do Christians think that it is important to stay connected to ‘the vine’ (ie Jesus)? * Jesus said His Father was a gardener. Why do you think He said that? (God is in control, he looks after the plants, in this case the vine, ensuring that the branches that do not bear fruit are removed but that the branches that do bear fruit He prunes so that it will be even more fruitful. Discuss the relationship between Jesus and God. A link can be made with The Trinity, (particularly if this has been covered in RE already.)   By being connected to the ‘the vine,’ Christians believe that this gives them ‘roots’ for their life, it guides them as to who they are, how they are in relation to others and what they try to be like.  **Key question:**   * What do you feel is your ‘vine?’ What are you connected to in your life that sustains you and that you belong to?   **Main activity: (Evaluate and communicate)**  Many Christians believe that to ‘bear fruit’ in their lives they must remain connected to Jesus otherwise, they will spiritually die, like a branch that is not connected to the vine will die.  **Key questions:**   * What does this fruit consist of? * What things make up your vine? From your vine how would you best describe the ‘fruit that you produce?   **Complete** appendix lesson 4.  **Plenary: (Reflect and express)**  St Paul, in his letter to the Galatians, explains what it means to live life by the spirit. He says that the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control.  **Key question:**   * If you could choose three ‘fruits’ that you wanted people to see in your life through your actions and words, which ones would you choose and why? |
| **Resources:** | * 16th Century Greek icon, Jesus as The True Vine   [**https://commons.wikimedia.org/wiki/File:Christ\_the\_True\_Vine\_icon\_(Athens,\_16th\_century).jpg**](https://commons.wikimedia.org/wiki/File:Christ_the_True_Vine_icon_(Athens,_16th_century).jpg)   * Appendix lesson 4. |
| **Sensitivities:** | * Be mindful of pupils for whom the concept of belonging is difficult. |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 5:** What did Jesus mean when he said, “I am the resurrection and the life”? | |
| **Intentions:**  To give pupils opportunities to: | * Suggest the meaning behind the ‘I am’ statement. * Describe what a Christian might learn from the ‘I’am’ statement. * Make links with how the ‘I am’ statement might connect with their life. * Begin to explore questions about meaning and truth. * Ask important questions. * Represent their own ideas and suggest reasons for them.   **Key religious vocabulary:** Incarnation, Gospel, resurrection, eternal life, hope. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * The meaning of the I am statements explored so far. * How the I am statements help a Christian to understand who Jesus is. * How the I am statement help people to think about how they live their lives and who gives them the ‘ingredients’ they need.   **Main teaching input: (Investigate and explore)**  **Introduce this week’s question: What did Jesus mean when he said “I am the resurrection and the life.”?**  Read the story of Lazarus: **John 11:1-45**  **Or** watch the video.  [**https://www.youtube.com/watch?v=AH2LXKwsnXg**](https://www.youtube.com/watch?v=AH2LXKwsnXg)  Explain the context - Lazarus was a good family friend of Jesus. Mary and Martha had repeatedly pleaded with Him to come, as their brother was very sick. But instead of going to visit Lazarus, Jesus “stayed where he was for two more days,” helping other people.  After Lazarus died, Jesus began a journey to Bethany, Lazarus’ home. Significantly, when Jesus was told that Lazarus was dead, He simply said His friend was “asleep, but I am going there to wake him up” **(**[**John 11:11**](http://biblia.com/bible/esv/John%2011.11)**).** However, Jesus was speaking about Lazarus’ death and so He then said, when He realised that His disciples were confused, “Lazarus is dead.” **(John 11:14).** Outside Bethany, Lazarus’ sister, Martha, went out to meet Jesus. “If you had been here,” she said, “my brother would not have died.” Jesus then said, “**I** am the resurrection and the life,” and He follows it with the miracle of asking Lazarus to get up which Lazarus does.  **(Refer to background knowledge for teachers.)**  **Key questions:**   * How do you think Mary and Martha felt about Jesus when Lazarus was dying? * How do you think Mary and Martha felt about Jesus when Lazarus had died? * How do you think Mary and Martha felt about Jesus when Lazarus had come back to life (in the context of Jesus’ statement, “I am the resurrection and the life.”) * Why do you think it was important for Lazarus to actually die before Jesus arrived? What do you think Jesus wanted to show them about Himself? What does it show us about Jesus?   **Main activity: (Evaluate and communicate)**  **Options:**   * Pupils to add their thoughts to the Lazarus activity sheet, thinking deeply about and writing, in the speech bubbles, the thoughts of the key people. **(See appendix lesson 5.)** * Write a diary entry from either Mary/Martha’s view point of the death and resurrection of Lazarus.   **Include in the diary the following:**   * The emotions of the individual. * Their feelings about Jesus at the different stages. * Their understanding, feelings and response to Jesus when he referred to Himself as the resurrection and the life. * The emotions they felt when Lazarus was raised from the death. * A rhetorical question that they might have asked about the whole experienced they have just encountered.   **Model** the writing to ensure a high-quality response.  **Plenary: (Reflect and express)**  Talk about how very soon after this story, Jesus himself dies on the cross.  **Key question:**   * What difference do you think it would have made to his friends that they had already seen him bring someone back to life, and said ‘I am the resurrection and the life’?   **Explain** that at funerals the vicar begins with the words of Jesus, “I am the resurrection and the life. Those who believe in me, even though they die, will live. Everyone who lives and believes in me will never die.”  **Key questions:**   * What do the pupils think that these words mean? * Why do you think these words are important at the start of the funeral service? (Encourages the mourners that their loved one is with Jesus.) * What did Jesus specifically mean when He said “I am the resurrection and the life.”? * How does this Christian belief help Christians and how might it help other people who are dying and also bereaved people? * How does this “I am . . .” statement of Jesus offer hope? |
| **Resources:** | * [**https://www.youtube.com/watch?v=AH2LXKwsnXg**](https://www.youtube.com/watch?v=AH2LXKwsnXg) * Appendix lesson 5. |
| **Sensitivities:** | * Be mindful of pupils who have experienced loss, or who are grieving**.** |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |

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| **Lesson 6:** Who does Jesus say he is? | |
| **Intentions:**  To give pupils opportunities to: | * Suggest the meaning behind the ‘I am’ statement. * Describe what a Christian might learn from the ‘I’am’ statement. * Make links with how the ‘I am’ statement might connect with their life. * Begin to explore questions about meaning and truth. * Ask important questions. * Represent their own ideas and suggest reasons for them.   **Key religious vocabulary:** Incarnation, Gospel, resurrection, eternal life, hope. |
| **Implementation:**  Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Introduction:**  **Recap** on previous learning:  **Key knowledge checking:**   * Know the I am statements explored during the unit of learning and what how they help us to understand who Jesus is from a Christian perspective.   **Quick quiz:** List the I am statements and their meaning.  Explain that all of the “I am . . .” statements of Jesus that the pupils have looked at in the unit of learning, lead to the pivotal statement which sums up the essence of who Jesus says He is - found in **John 14: 6: “I am the way, the truth and the life, no one comes to the Father except through me.”**  **Main teaching input: (Investigate and explore)**  **Formative assessment lesson:**  **Introduce this week’s question: Who does Jesus say he is?**  **Task 1:**  **Key question:**   * Who does Jesus say he is?   **Pupils work in groups of three.**  **To note:** The role of the teacher during the task is to listen to pupils’ responses, to ask follow up questions and to address any misconceptions.  Each group is given a ‘talking tub’ that consists of the following: **(See appendix lesson 6.)**   * I am statements. * Images of bread, light, shepherd, vine, resurrection and life. * Words: nourishment, sustain, caring, protecting, danger, bear fruit, eternal life, sin, salvation, hope.   **Pupils are encouraged to complete the following steps: You may wish to simplify these tasks or just do one of the steps.**  **Step 1:**   * Pupils are given the opportunity to talk about each item/photo in the tub. What can they remember from the unit of learning? Pupils are encouraged throughout to use religious vocabulary in their talk and conversation.   **Step 2:**   * On strips of paper, pupils write down what they believe the key knowledge is for each item, using appropriate religious vocabulary.   **Step 3:**   * On a different coloured strip of paper, pupils write down any links/connections they can make/see between the images and words.   **Step 4:**   * On speech bubbles, pupils write down any questions they still have related to the big question?   **Task 2:**  Ask pupils to pick one of the statements that resonates with them. Ask the pupils to explain why they have chosen that particular statement. What does it mean to you? Why is that aspect important to you? Do you have any questions that the statement has prompted you to ask? What do you think it means to Christians?  **Plenary: (Reflect and express)**  **Return to the big question of the unit of learning: Who is Jesus?**  **Pupils work in the groups that they were in for lesson 1.**  Looking back on the notes the pupils made in lesson 1, what additional information do they wish to add in another colour to their mind map?  Names they now know that they may use to describe Jesus, additional characteristics, further information they now know that answers the question who is Jesus?  **Key question:**   * In no more than three sentences answer the question: Who is Jesus? Pupils share with one another their responses. |
| **Resources:** | * Appendix lesson 6. * Pupils’ mind maps from lesson 1. |
| **Sensitivities:** |  |
| **Impact:**  What do you notice as a teacher?  What do pupils say? | In this box, note down anything that you heard a pupil say that would provide evidence towards their progress in RE.  Note down anything significant an additional adult has noticed.  Note down anything significant that happened in the lesson that will have an impact on the next lesson. |