

**Big question:** Why do Christians believe that Jesus is special?

**Year group: Reception**

**Religious vocabulary:**

* **Christian:** Someone who professes belief in the teachings of Jesus Christ.
* **God:** Creator and ruler of the universe. The supreme being.
* **Bible:** Holy scriptures for Christians.
* **Jesus:** God in the flesh.
* **Parable:** A story Jesus told with a moral/spiritual/religious meaning.
* **Miracle:** An event that should not be able to happen according to the laws of nature.
* **Temple:** A holy place where people worship God.
* **Heal:** Being made whole and restored spiritually, emotionally, mentally, and physically.

**Weekly questions:**

**Week 1:** Who Is special to You? Who Is particularly special to Christians?

**Week 2:** Why do Christians believe that they are special to Jesus?
**Week 3:** What made Jesus a special child for Christians?
**Week 4 & 5:** What made Jesus a special grown up?

**Week 6:** What does Jesus teach Christians?

**Points for discussion throughout the unit**

* Is it only Christians who believe that Jesus is special?
* Did people at the time understand how special Jesus was?
* How can Jesus love everyone?

**Sensitivities:**

Please be sensitive towards:

* Family units and their differences.
* Looked after children.
* Any bereavements in family units.

Children who have family members and/or friends with a disability or who have a disability themselves.

**At the end of this unit, pupils will have explored:**

The Christian beliefs that Jesus:

* Loves everyone;
* Is God’s son;
* was God born as a human (incarnation);
* works miracles (including healing people); and
* teaches people to love others.

**Core concept:**

Incarnation

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| **Background knowledge for teachers:****Core concept:** Incarnation**The meaning of incarnation:** God comes to live amongst His creation in the form of Jesus. Jesus is both human and divine. Incarnation means that Jesus is God in the flesh. **To note:** Jesus has always existed as God. He is part of the Trinity that has been present from the very beginning of time. **Common misconceptions:** * Jesus appeared at Christmas and was not in existence before then.
* Mary, Joseph and Jesus were Christians.
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| **Lesson 1:** Who Is special to you? Who is particularly special to Christians? |
| **Intentions:** To give pupils opportunities to: | * express who is special to them.
* say who is particularly special to Christians.

**Key religious vocabulary:** valuable, special, precious, treasured, Christian, God, Jesus |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Preparation: Ask parents/carers to provide a photograph of a person who is special to each pupil.****Main teaching input:**Circle time:Each child to present their photograph and explain who their special person is and why they are special to them. **Key Questions:** * What is special about them?
* What do you like about them the most?
* How do they make you feel?

Show an image of baby Jesus.* Who do you think this is?
* Who do you think He is special to? Why?

Introduce the Christian focus that Jesus is a special person for Christians.**Suggested Whole Class Activities**:* Paint a picture of your special person and make a label with their name on.
* Write a comment about why their person is special to go with their picture.
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| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Take photographs of other children in the class and create a display saying why each person is special.
* Encourage pupils from other religious backgrounds to share who is important in their religion/culture and why.

**Expressive Arts and Design:** * Provide a range of role play resources to enable children to act out being their special person (eg Mum, Dad)

**Literacy:** * Create a simple acrostic poem about their special person using their name.
* Write a card to their special person or a special person within the class/school.
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| **Resources:** | * Photographs of special people
* Paint/paper for portraits
* Role play resources
* iPads to take photographs of others in the class/school

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| **Sensitivities:** | Please be aware of sensitivities around family, religious and cultural backgrounds. |
| **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 and spiritual development.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:** Why do Christians believe that they are special to Jesus? |
| **Intentions:** To give pupils opportunities to: | * listen to and remember the parable of The Lost Sheep.
* talk about what is important to other people.

**Key religious vocabulary:** parable, shepherd, precious |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Ask the pupils what they have that is precious to them?Have they ever lost it? How did they feel when / how would they feel if they lost it? What would they do about it?Children sit in a circle. Introduce the story of The Lost Sheep explaining that we are going to listen to a special story from the Bible. This story is called a parable.Tell the story of The Lost Sheep using props.**Key Questions:** * What is your favourite part of the story?
* What do you think is the most important part of the story? Why?
* The farmer had lots of sheep. How did he feel about the one lost sheep? Why was he so concerned about the one lost sheep? What did he do for that sheep?
* Who may have told this story?

Jesus told lots of parables which can all be found in the Bible. A parable is a story that teaches us something, which is why Jesus told parables, he wanted to teach us.Jesus was teaching about God in this story. What do the pupils think the story teaches about God*? Draw out from discussion that Jesus wanted everyone to know that they are loved by God and that they matter to Him. God cares for everyone.***Suggested Whole Class Activities**:* Give each child a cutout of a sheep to write on and encourage them to write a simple sentence to answer the question, ‘Why do Christians believe they are special to Jesus?’
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| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Find out more about sheep – create a ‘fact file’ about them.

**Expressive Arts and Design:** * Put the props that you used for your story telling into continuous provision and encourage the children to re-enact the story.

**Literacy:** * Make a lost sheep poster.
* Create a cartoon strip showing the different parts of the story.
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| **Resources:** | * Story props.
* Sheep cut-outs.
* Blank cartoon strips.
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| **Sensitivities:** | Those who may have ‘lost’ a family member. |
| **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 and spiritual development.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 made Jesus a special child for Christians? |
| **Intentions:** To give pupils opportunities to: | * remember the story of Jesus lost as a child in the temple.
* talk about what they find interesting or puzzling.

**Key religious vocabulary:** Temple, God, Father.  |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Ask the pupils if they have ever been lost?**Key Questions:*** What happened?
* How did you feel?
* How do you think your parents (or who you were lost from) felt?

Display an image of Jesus lost as a child in the temple with the Pharisees (and not with his parents,) explaining that the child is Jesus and that the adults are the teachers in the temple.Read the Bible story of Jesus, as a young boy, being lost in the temple or show a video version.**Key Questions:*** Why did Jesus go to the temple? What happened?
* Why were people surprised?
* Why was Jesus surprised at Mary and Joseph?

*Emphasise that Christians believe Jesus was able to teach in the temple because they believe he is God’s son. Jesus felt very safe in the temple because he knew he was in his Father’s House. Jesus knew he was more than just a boy. He knew he was God’s son. Jesus knew he belonged in the temple.***Suggested whole class Activities:** * Ask the children to think of a place where they feel that they belong (e.g., school, a sports team, their family). Ask them to draw a picture of their special place and write a sentence (or adults to scribe spoken responses) about what it is that makes them feel that they belong there.

**Plenary:**Share some of the class drawings and the reasons behind them.Display the image again, revealing Jesus’ words to his parents, “Why were you searching for me? Didn’t you know I had to be in my Father’s house?”* Why did Jesus say this?
* What makes Jesus a special child for Christians?
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| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Encourage children to look around the outside area and try to find different creatures and their habitats – discuss why they might choose different habitats depending upon their characteristics.

**Expressive Arts and Design:** * Put pictures of various places of worship into your construction area and encourage children to recreate the buildings that they see.
* Use junk modelling materials to create their own places of worship or places that are special to them.

**Literacy:*** Provide a range of books about different religions/cultural practices. Think about what it means to belong in different religions/cultures.
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| **Resources:** | * Drawing materials.
* Junk modelling materials.
* Images of places of worship.
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| **Sensitivities:** | Children who are looked after may be sensitive about the idea of ‘belonging’.  |
| **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 made Jesus a special grown up? |
| **Intentions:** To give pupils opportunities to: | * remember Jesus’ miracle of feeding the 5000.
* talk about what they find interesting or puzzling.

**Key religious vocabulary:** miracle   |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Show the class a single bread roll. **Key Questions:** * Will this feed everyone in the class?
* Would you be full up after you had eaten your share?
* If you ate what you needed to be full up, would there be enough for everyone?

Read the story of the Feeding of the 5000.**Key Questions:** * How would you have felt if you were there and you were hungry?
* How would you have felt when you saw the 5 loaves and 2 fishes that the boy wanted to share?
* How would you have felt when you had eaten and there were 12 baskets of food left over?

Explain that Christians believe that Jesus performed a miracle here. Explain and discuss what a miracle is.* What was Jesus teaching when he performed this miracle?  *(He was teaching that he is more than just an ordinary person. He was showing people that He was God as well as being human. In this miracle, Jesus makes sure that everyone is fed – no-one is left out.)*

**Suggested Whole Class Activities**:* Sequencing of pictures of the story of Feeding the 5000 with adult-led support. Pupils to write captions to go with each picture in the sequence.
* Draw a picture and write about what pupils think a miracle is.
* Make special bread to share with the whole class.

**Plenary (try to scribe responses during this conversation):*** Share the bread in a circle.
* What can people learn from this miracle of Jesus?
* Why do Christians believe that Jesus is a special grown-up?
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| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Create a class book about our special people – are they all in the UK or are some people overseas?

**Expressive Arts and Design:** * Role-play the story. What would Jesus have said? How would the crowd have reacted?
* Paint loaves and fish for a class display. Write/scribe labels for the display to retell story and show what pupils find interesting or puzzling about the miracle.

**Literacy:*** Write labels/captions for the class book about special people.
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| **Resources:** | * Bread rolls.
* Pictures of the story cut and ready to sequence.
* Ingredients to make bread.
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| **Sensitivities:** | Please be aware of sensitivities around family, religious and cultural backgrounds. |
| **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 made Jesus a special grown up? |
| **Intentions:** To give pupils opportunities to: | * remember Jesus’ miracle of healing the paralysed man.
* talk about what they find interesting or puzzling.

**Key religious vocabulary:** Miracle, heal.   |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Through the Bible, Christians have many stories to show them how Jesus was a special grown-up.Have ‘paired and shared’ discussion of the Bible stories covered so far. **Key Questions:** * What message came out of each story?
* What do these stories tell us about the kind of person that Jesus was?

Tell the story of the Healing of the Paralysed Man using props in a story bag. (A mat, Play Mobil / Lego people to show over-crowding, string for stretcher, house with flat roof). *Emphasise that Christians believe that Jesus healed this man and continues to heal people today in different ways.***Key Question:*** In this story, what shows people that Jesus is special?

**Suggested Whole Class Activities**:Show flashcards of various caring professionals e.g., fire-fighters, doctors and so on. How do they help people? Sort and discuss their attributes and how they are similar and different to Jesus’ attributes as caring people. What is similar? What is different?Adult records words generated, e.g., loving, kind, healing, caring, etc.**Plenary:**Choose a group to show the words generated in the main activity. Can pupils find the link between the words and Jesus?What do they teach Christians about what Jesus is like and how He is doing God’s work? |
| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Build a house with Lego, using Lego characters. Talk about the story and what onlookers and the other characters in the story probably felt during the different parts of the miracle.

**Expressive Arts and Design:** * Role-play of different professions and how they help people.

**Literacy:*** Re-tell the story, using the story bag.
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| **Resources:** | * Flashcards showing caring professions.
* Lego.
* Role-play costumes for different professions.
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| **Sensitivities:** | Pupils who may have family members who have been sick or died. |
| **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:** What does Jesus teach Christians? |
| **Intentions:** To give pupils opportunities to: | * know that Jesus taught Christians to “love one another.”
* reflect on how they can show love towards other people.

**Key religious vocabulary:** Love, Christian  |
| **Implementation:** Outlining how to introduce the religious content in the classroom and create learning opportunities from it. | **Main teaching input:**Recap on stories covered so far and why Christians believe that Jesus is special.Explain that through his stories and actions Jesus teaches Christians lots about God and about the way they should live, but he said that one thing was more important than anything else.Either gradually reveal an image of a heart on the Smart Board or hand around a solid heart in a feely bag.**Key Questions:** * What does this image/object mean?
* What do you think Jesus wants Christians to do?

Display the commandment: “Love one another.”**Key Questions:** * What does this mean?
* How can Christians show love?
* Do Christians show love in a different way to other people?

**Suggested Whole Class Activities:**On paper hearts, pupils write or draw how Christians might show their love for other people.**Plenary:**Play the song called ‘Love One Another’ by Yancy Ministries.Ask the pupils to listen to the words and put their hands up when they hear the words: “Love one another.”**Key Questions:** * How might Christians show love to other people?
* Do you have to be a Christian to show love to other people?
* What “act of love” can each of us show to someone else?
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| **Continuous Provision:** | **Areas of Learning:** **Understanding of the World:** * Print pictures of characters from familiar children’s books and provide two baskets to sort them into characters who show love and characters who do not.

**Expressive Arts and Design:** * Make a collage of hearts made from different sizes and materials.
* Role-play real-life situations where people are showing love and care for each other.

**Literacy:*** Write a Valentine to somebody special telling them why you love them.
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| **Resources:** | * Paper hearts (to write on).
* Hearts of different sizes and materials for collage.
* Book characters for sorting.
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| **Sensitivities:** | Please be aware of sensitivities around family circumstances, religious and cultural backgrounds. |
| **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. |