

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** KS1 Year A RE and World Views – Christianity Jesus

**Key Question** (to be used all year): What do people say about God?

**Focus Question** (for this investigation): Why is Jesus special to Christians?

### PoS aims from Lancashire SACRE:

- *Key features = the nativity story, beliefs about Jesus as God incarnate, Christmas.*

This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a 'gift' will introduce children to the concept of the incarnation.

They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.

### Prior Learning (what pupils already know and can do)

In EYFS, children will have learned and explored 'Special times' where they will have considered Christmas. They will have also taken part in a Nativity.

### Long-term Learning (what pupils MUST know and remember) END GOALS

- To retell a simple version of the nativity story and explain that many Christians would say that Jesus is a special baby because he is considered a gift from God
- To discuss how different characters in the nativity welcomed the baby Jesus in different ways
- To understand that Christmas is a special time for many Christians because it tells the story of how God came down to Earth as a man called Jesus.
- To know that Christmas is a Christian festival but people who do not identify as Christian still celebrate it but that Christians and non-Christians might celebrate Christmas in different ways.
- To know how people might celebrate Christmas

### Disciplinary knowledge (on-going for the year)

- Ask questions
- Give an example of a key belief and/or a religious story
- Give an example of a core value or commitment
- Use some religious words and phrases to recognise and name features of religious traditions
- Talk about the way that religious beliefs might influence the way a person behaves
- Notice and show curiosity about people and how they live their lives

### Key Vocabulary

- candles, church, nativity, Mary, Joseph, shepherd, Angel Gabriel, innkeeper, wise men, welcoming

### **Session 1: Why are new babies seen as special to a family?**

Children ask questions, explore and discuss why new born babies are viewed as being 'special' by religious and non-religious people.

#### **Suggested activities**

- Discuss why family is important (relate back to previous Christianity unit). Who is responsible for raising children in a family? What roles do people have in terms of helping one another?
- Read stories with new babies in them. Talk about the fact that babies are both physically and emotionally vulnerable.
- How do people prepare for a new baby? Make a list of important items and ask pupils to select their top three and explain why they chose them.

**Vocabulary = responsibility, vulnerable, special**

### **Session 2: What is a gift and why are they special?**

Children explore the significance of a gift and what it might represent to people. Children explore the different types of gifts that can be given i.e. gifts of charity, love and gifts of financial value

#### **Suggested activities**

- Show the class a gift-wrapped box. Tell them that it is the best present ever – ask them what they think it might be and why. Discuss the difference between gifts of financial value and gifts such as love and family and caring.

**Vocabulary = gift**

### **Session 3: How was the birth of Jesus celebrated by the people around him?**

Children learn the story of Jesus's birth from the Bible and explore how the people around him celebrated his arrival

**Core knowledge**

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- **To retell a simple version of the nativity story**
- To discuss how different characters in the nativity welcomed the baby Jesus in different ways
  - Shepherds were guided by a star and an angel to where Jesus was born. They knelt down by the baby and pledged their love to the son of God.
  - Wise men followed the star and visited Jesus. They gave him gifts of Gold, Frankincense and Myrrh which represented his importance and life as a human (incarnation of God)

### Suggested activities

- Read or watch the Christmas nativity and ask pupils to draw a picture to explain the key parts of the story.
- Discuss the role of the characters in the story – the shepherds and wise men visiting Jesus and giving him gifts (signifying his importance)
- Pupils to choose three characters from the story and explain why they have chosen them and what their role within the story was. Explain that for Christians, Jesus is God himself and so is the most important character in the story.

**Vocabulary = nativity, celebration, frankincense, myrrh, gold, wise men, shepherd**

### Session 4: Why was Jesus a special baby?

To learn that Christians view Jesus as being very special and to begin to understand why his birth is extremely important to Christians

#### Core knowledge

- To retell a simple version of the nativity story and explain why Christians would say that Jesus is a special baby
- To know that Jesus's birth is considered a gift from God by Christians
- To understand that Christmas is a special time for Christians because it tells the story of how God came down to Earth as a man called Jesus. Jesus would later die to save Christians from Hell.

#### Suggested activities

- Discuss why Jesus was a special baby: why might Christians describe Jesus as a gift to the world? Refer to him being God in human form and his future sacrifice

**Vocabulary = special, future, sacrifice**

### Session 5: How do Christians celebrate the birth of Jesus today?

To learn how Christians and non-Christians celebrate the birth of Jesus today

#### Core knowledge

- To know that Christmas is a Christian festival but people who do not identify as Christian still celebrate it
- To know and reflect on the fact that Christians and non-Christians might celebrate Christmas in different ways
- To understand that Christians may celebrate Christmas by giving gifts at Christmas, attending church the night before or the day of Christmas, thanking God for sending Jesus to Earth and singing religious hymns

#### Suggested

- If possible, talk to a Christian to find out what they think is the important message in the Christmas story or email a believer. <http://www.reonline.org.uk/supporting/>. Ask Christians how the Christmas story affects their lives.
- **Take part in a retelling of the nativity story.** Talk about why Christians might retell this story as part of their Christmas celebrations.
- Look at a selection of Christmas cards. Identify which ones have a religious meaning and which do not reflect any religious beliefs or traditions – link briefly to the fact that many people do not identify as a Christian but still celebrate the Christian festival of Christmas.

**Vocabulary = festival, Christians, non-Christians, nativity**

### Session 6: Why do people give presents?

Children reflect on why people (religious and non-religious) might give gifts and how giving is important to both the giver and the receiver.

#### Suggested activities

- Personal meaning = Discuss why people give and receive presents. Why might some people gain pleasure from giving a present?
- Share ideas about non-materialistic presents – Can a person be a present? Why/Why not?
- Relate ideas back to the Christian teaching of Jesus being a gift from God and an expression of God's love for humanity.

**Vocabulary = gifts, presents**

#### Future learning this content supports:

In KS2, children will learn about the Holy Trinity; helping to connect these two KS1 units more clearly, where God can be both a Father and a Son.