KS2 Christianity: Beliefs and Questions



How do Christians show their belief that Jesus is God incarnate?

The *EMMANUEL* Project 2020:
Teaching Christianity effectively in Key Stage 2

THE CHURCH OF ENGLAND
Diocese of St Edmundsbury and Ipswich

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Before you start:

RE is statutory for Key Stage 2 pupils in state-funded schools. RE should:

- 'educate' pupils about religions and worldviews and their impact on individuals, communities and the wider world.
- develop the religious 'literacy' needed to discuss issues of faith and belief in today's society.
- offer a safe space for children to consider their own ideas and demonstrate respect for others.



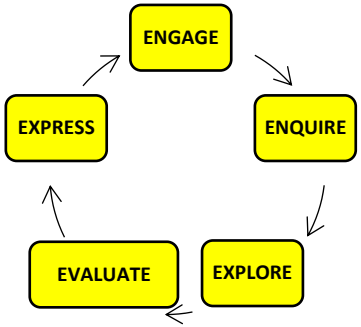
This unit for Key Stage 2 pupils focuses on the Christian concept of 'incarnation'. It is important to read the guide to the concept so that teaching, questioning and assessment reflect this focus. A simple 'image' is provided to symbolize each KS2 concept and acts as a reminder of the key beliefs of different faiths.

It links with common themes in RE syllabuses *e.g. in the Suffolk Agreed Syllabus it links with 'Beliefs and Questions: What key beliefs people hold about God, the world and humans'.*

It is designed to last 6-8 hours, taught weekly or blocked. Teachers must decide how to distribute time effectively; guidance is offered below. As they plan, teachers may adapt activities to their particular class / resources but must ensure they maintain the focus on the belief / concept central to the unit.

Learning is developed through <u>an enquiry cycle</u> in which pupils:

- **Engage** with the key concept in their own lives / world (at least 1 lesson)
- **Enquire** into an aspect of Christianity which relates to the key concept (at least 1 lesson)
- **Explore** a Christian understanding of the key concept through 3 areas **(i) Biblical Narrative (ii) Christian Community Practice (iii) Christian Living** (at least 1 lesson on each)
- **Evaluate** and **Express** their learning about the key concept.



Assessment guidance is provided at the back of the unit. It should be read and acted on <u>before</u> teaching begins. Schools will differ in the approaches they need or wish to use.

The Resource List in this unit was current at time of publication, but teachers should watch out for new resources to add.

Further guidance, other units and various support materials (introduction to the Emmanuel Project, outline schemes of work, quick quizzes, solo taxonomy, pictures, scrapbooking, literacy plans) are found on the Emmanuel Project Flash Drive.

Christian concept: INCARNATION



It's a bit like …

- **The Creator becoming part of creation**
- **The greatest becoming the least**
- **Giving up power, becoming vulnerable**
- **Coming to the rescue in person**
- **Embodying the invisible - God with skin on, in a body**
- **Revealing what God is like, helping us understand**
- **God becoming one of us, experiencing human life, able to identify with us**
- **Encountering God 'in the flesh'**
- **Having a living example of how to be a human, from the maker himself**
- **Walking in someone else's shoes**

INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ. The first Christians believed Jesus was more than just a good man, healer, teacher or prophet but trying to put into words what they had experienced of this incredible man was like trying to catch the wind. Eventually they expressed their belief by stating that Jesus was both fully human and fully God (divine).

Here are some of the ideas which make up the Christian belief in incarnation.

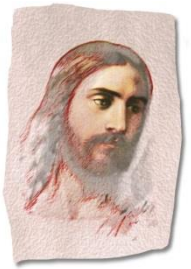
God with us – Emmanuel (Matthew 1 v.23; Hebrews 4 v.15-16; John 11 v.27, 19 v.7)

Incarnation is about God's Son becoming 'one of us', a human. Christmas carols often call Jesus 'Emmanuel', or 'God with us'. Nativity scenes traditionally show Jesus placed centrally with everyone facing this vulnerable tiny baby, God in human form.

Christians believe that when they pray they will be understood because Jesus came and shared human life; he knows the trials and joys of being human. The Bible stresses that Jesus got tired, hungry and even wept; he was human, like us, but also divine.

Giving up power (Philippians 2 v.5-9)

Christians believe in one God but understand God in three ways (trinity): God the Father, the Son and the Holy Spirit. They believe that all the persons of the Trinity were involved in the creation of the universe so when God the Son "became flesh" it was like the creator of becoming part of his own creation. 'Lo, within a manger lies, he who made the starry skies,' wrote Christina Rosetti. With Mary's consent, God's Son grew within her womb and was born as a human child.



Becoming human meant giving up power and control, like a general leaving his bunker to fight with the troops on the front-line. He immersed himself in a deficient world to put things right. God risked leaving the distance and safety of heaven to become one of us, and in solidarity with humanity, faced poverty and danger.

Revealing what God is like (John14 v.9; Colossians 1 v.15; 2 Corinthians 4 v.4)

An early Christian writer advised Christians to think of Jesus as they thought about God. It is as if Jesus pulled aside the heavy clouds that hide God from humans and gave a glimpse of what God is like. He is 'God with skin on'.

"The Word (Jesus) became flesh and dwelt among us and we have seen his glory" wrote St John (John 1 v.14) What Jesus did and said drew people, crowds of them. He welcomed everyone, rich, poor, outcast, sick - all in need of help. What he taught about God in his sermons and parables e.g. the Lost Sheep and the Lost Son, he lived out in his life for all to see; he was a visual aid to knowing God.



While Jesus called himself 'son of man' – a phrase with a mystical tradition behind it – clearly putting himself in the human camp, his special relationship with God was obvious to his followers. The famous 'I am' sayings in John's gospel e.g. 'I am the Good Shepherd' recall how God spoke to Moses in the Old Testament ('I am who I am' Exodus 3 v.14) and are clearly a statement of divinity.

The disciples got to know Jesus as a human, living and working with him for three years but they also caught glimpses of the 'God man' e.g. when Jesus was baptised (Mark 1), calmed a storm (Matthew 8), raised a child from the dead, (Matthew 9) was transfigured before their eyes (Matthew 17).

Whoever has seen me has seen the Father, said Jesus (John 14 v.9). Whoever welcomes me, welcomes him who sent me (Mark 9 v.37)

Representing God (John 7 v.29, 8 v.19, 10 v.33-39, 12 v.44, 14 v.9, 16 v.28, 17 v.8)



Images of 'Christ Pantokrator' – ruler of all – show Jesus dressed not as an emperor but as a wandering Jewish teacher. In icons perspective is reversed; Jesus is more than his humble appearance suggests.

In John's gospel, Jesus talks about being 'sent' by the Father. He came with the authority of God, like a company 'rep', to pass on God's words and speak on God's behalf. The crowds who thronged to Jesus were amazed at his obvious authority. Jesus even claimed to forgive sins, God's prerogative. The religious rulers could not deny what Jesus did but questioned his authority and refused to believe he was 'Son of God', accusing him of blasphemy.

Restoring the image of God

Athanasius, a 3rd century Bishop, wrote that humans "were made 'in the likeness of God.' But that image has become obscured, like a face on a very old portrait, dimmed with dust and dirt. When a portrait is spoiled, the only way to renew it is for the Subject to come back to the studio and sit for the artist all over again. That is why Christ came--to make it possible for the divine image in man to be recreated. We were made in God's likeness; we are *remade* in the likeness of his Son."

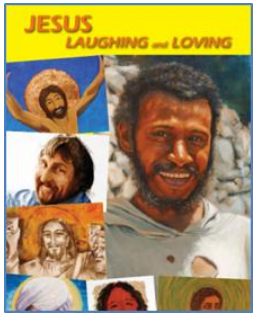
St Paul wrote of Jesus 'He is the image (eikon) of the invisible God' (Colossians 1 v.15).

Jesus came to show not only what God is like but what humans should be like, real humans as God intended. He acts as a good teacher, coming down to the level of his pupils and being a living example of a real human, in touch with God his maker.

Coming on a mission (John 3 v.16; Colossians 1 v.19-23)

Jesus said he came to 'give his life as a ransom for the lost' (Mark 10 v.45). By becoming human he was able to reveal what God is truly like through his actions and words, but he also came to take on all that had gone wrong in the world because of human 'sin' or failure. 'Jesus' actually means 'saving one'. Christians say Jesus 'paid the price' for sin through his death on the cross. His human body died, but as the eternal God, Jesus could not stay dead. He restored to humans the possibility of life after death, of immortality or eternal life.

Christians portraying Christ



No-one knows what Jesus looked like. Early Christians did not portray Jesus but used symbols instead. When artists began to represent Jesus, they made him like themselves. But they also had to struggle with how to represent the divine side of Christ e.g. using halos or altered perspectives.

Western Christians have historically favoured pictures of the infant Jesus and the crucifixion. The developing world has focussed on images of Jesus' ministry and involvement in people's lives showing him alongside them in their struggles, their 'brother'.

Christians as the body of Christ

The Bible talks of the Christian church as a 'body' with Christ as the head (1 Corinthians 12, Ephesians 1 v.22). Mother Teresa of Calcutta said: Christ has no body now on earth but yours. Christians today are to '**incarnate**' God to the poor and sick, restoring people's dignity and demonstrating what God is like.



How do Christians show their belief that Jesus is God incarnate?

ENGAGE

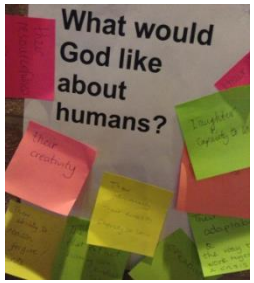
with the idea and meaning of the word 'incarnation' for Christians

End of year expectations

These Y5/6 'I can's' are to help with assessment. For Y3/4, see grid at the back.
Please consult your RE leader about assessing RE and check advice at the end of the unit.

Teacher's notes: *INCARNATION is the traditional Christian belief that God came into the world in human flesh in the person of Jesus Christ -God in a body. Christians believe Jesus is 'Emmanuel' or 'God with us'. Read the more detailed notes at the start of the unit before you begin!*

What if God became a human?



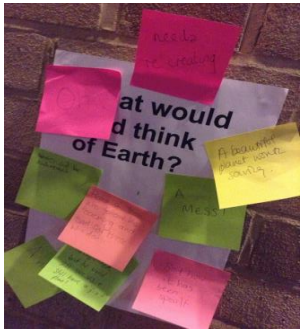
Discuss: What do you think are the most important things about being human? The best things? The worst things?

When religious people talk about God they think about God as 'spirit', invisible, without body or form but what if God became a human, if he took on a body. The term for this is 'incarnate'. Christians believe he came to sort out the worst things about humans and demonstrate the best.

Show the words 'If God became a person ….' Then direct children to the following questions displayed around the room. Using post-its, children stick their answers round the questions.

Adults can join in! If some local Christians can be there and join in too all the better.

- What would God be like to meet?
- What would God want to say to the human race?
- Where in the world would God choose to live?
- Would God start as a child or arrive full-grown and why?
- Who would God want to meet, maybe share a meal with?
- How would people recognise God?
- What would God look like?
- What would God think of Earth?
- What would God like about humans?
- What would you say to God if you got an audience?



Share pupils' answers as appropriate. What do their answers suggest they think God is like? If you have Christians present, listen carefully to their answers and anything they say about Jesus.

Useful synonyms for 'incarnation': personify manifestation epitome embodiment manifestation

You may prefer to rephrase the questions: If there was a God, what would …..

See also:

Developing Primary RE: Christmas p.28-30 for some brilliant work on Incarnation for Y5/6. Buy from: https://shop.retoday.org.uk/category/.develop.pr

Optional: If the head teacher

6b *I can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them*

6c *I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama…) and give an explanation*

For Christians these questions speak a bit of what it means to think that God became a human in a particular place and time and that people met him 'in the flesh'. Can you change the questions to make statements about what Christians believe about Jesus (e.g. Christians believe meeting Jesus is like meeting God)?



What if God was 'one of us'?

Show children a 12.5 cm square card –. Antonia Rolls, a modern artist, painted a tiny picture called 'Jesus on the Tube'; it was just 12.5 cm square, but it portrays a 'huge' idea: God being on earth.

http://www.antoniarolls.co.uk/my-work.html

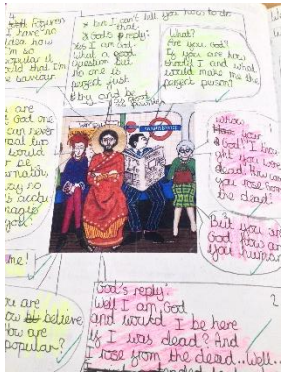
Ask the class to decide which figures in the painting interest them most. Give one child a face mask of Jesus based on that in the picture. Bring the painting to life by creating a freeze frame.

Once the figures have taken their place, the other pupils can suggest moments of dialogue that might be taking place or thoughts in the minds of characters.

You could also work on what might be happening 5 minutes before / after this picture.

Task: Give out several face masks of Jesus stuck on rulers. What would it be like if Jesus came to our school? Christians say Jesus came to be 'Emmanuel' meaning 'God with us' – where would he stand in our school to get to know people and so they could get to know him?

Plan where and how to take your own photos of Jesus around the school. *Pictures can be taken when convenient but will be needed for next lesson.*



Plenary: How do you think people in school would react if they thought it was really 'God in a body' next to them?

Listen to Joan Osborne 'What if God was one of us'.

Christians do believe that God became a human, one of us. Ask pupils to record basic reactions to this final question. They can return to their ideas later. Use post-its and add to pupils' books.

became a Reception child.

Provide a person outline. Children write around the person how their day would be different, what would be happening.

On the inside of the person, the children write how they'd feel. Is this a good picture of God becoming a human?

From the 'Take one Picture' Project, you could develop this art activity: https://www.nationalgallery.org.uk/learning/teachers-and-schools/teaching-english-and-drama/explore-paintings-through-drama

ENQUIRE

into how and why Christians portray Jesus as God in human form (incarnate) and what questions this raises

5c *I can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus*

6d *I can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ*

Teacher's note: *No-one knows what Jesus looked like but we can make educated guesses. Early Christians did not portray Jesus but used symbols like the ichthus (fish). For them, the Jewish ideas of not portraying God and the dangers of idolatry were paramount.*

When artists began to represent Jesus, they saw him as like them; he was 'Emmanuel – God with us'. They also puzzled over how to portray Jesus as both human and divine.

What do you know about what Christians believe about Jesus already?

Do: Use huge sugar paper letters for J-E-S-U-S. Ask children to write / draw what they know already on the letters. Instant display!



Discuss: Look at what children have added to the letters and discuss. Share the symbol 'ichthus' with the children, explaining its meaning. You could put a metal 'ichthus' in a feely bag for children to examine (buy from internet).

How do you imagine Jesus looked as a human?

Children can draw sketches of their ideas of Jesus on whiteboards. What influences your ideas?

Now use images of Jesus from around the globe. See **Resources** for examples of where to obtain these e.g. from 'The Christ we Share' pack.

Show children images of Jesus one at a time. Is this Jesus? Is this Jesus? Is this Jesus? Explain that all of the images are people's ideas about Jesus.

- Why is Jesus portrayed in so many ways?
- What sort of person do the images portray?
- Why do different cultures portray Jesus so differently?
- What do the images tell you about where in the world Christians come from?
- What do different images tell us about Christian beliefs?
- Do any of the pictures use 'halos'?
- What questions do the pictures raise?



Ichthus (fish in Greek) is an acronym for Jesus Christ, God's Son, Saviour

Muslims believe Jesus was a prophet or messenger of Allah. The Christian belief that Jesus is God, or God's Son is 'shirk' (associating anyone or anything with Allah) and blasphemous.

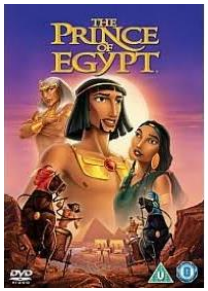
The Bible says Jesus is the 'eikon' (icon or image) of the invisible God – Colossians 1 v.15

The Christ we share has an images video online.

The Turin Shroud is believed by some to be an

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	How do artists show Jesus as human or divine? How do the different pictures show Jesus as: A) **human** i.e. God with us, like us, identifying with people B) **divine** i.e. special, different from us, holy, God-like Children choose images they really like, or ones they disagree with, and write about what they show / feel they ought to show about who Jesus is for a Christian. Pay attention to whether the image shows Jesus as more human or more divine. **OR** Children use their own opinions of Jesus to portray him. Use a range of media such as colour pencils, paints, etc. Add written work as above to create a gallery of artwork as part of **EXPRESS** later in the unit. **Plenary:** Play 'Hero' by Abandon. What does this Christian band think about Jesus? Do they portray him as human or divine? What would you ask them about Jesus? Write your questions on the J-E-S-U-S letters, for use with a visitor.	***authentic image of what Jesus looked like.*** ***N RE pupils will meet a range of ways of portraying the 'divine', and various strictures on who / how one represents God's messengers.***
EXPLORE **the Christian belief in 'incarnation' through** **(i) Biblical narrative** ***5a*** *I can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament*	**Teacher's note:** *Jesus called himself 'Son of Man' rather than 'Son of God', emphasising his humanity, being one of us. This section looks at the 'I am' sayings of Jesus which are only found in John's Gospel in the Bible. They are like metaphors in which Jesus uses symbols to describe himself. See all 7 sayings in Appendix 1.* **Where do people get their ideas about Jesus' identity?** All during Jesus' 3 year ministry, people flocked to see Jesus and they asked questions about who he might be. He was obviously not an average person. They came to see miracles, to hear him teach about God, to ask his help, to catch him out with difficult questions ….. What stories from the Bible can you remember about Jesus? You could use pictures to stimulate pupils' memories – think about miracles e.g. storm on the lake, feeding the 5,000, healing a blind man, etc. One day Jesus asked his followers: *Who are people saying I am? Who do you say I am?* How did his followers answer? 	***Record tough questions ready to ask a Christian visitor.*** ***Download and print Bible text from https://www.biblegateway.com/. Enter references by Book, chapter, verse and select GNT – Good News Translation.***

5e *I can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs* ***6a*** *I can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas*	Find the Bible story in **Matthew 16 v.13-20**. Remind children how to find a reference in a Bible i.e. looking up the name of the **book** in the contents list and then finding the **chapter** and **verse**. Talk about what happened in this story. **What did Jesus say in the Bible about who he was?** Ask children to sketch these things quickly or provide them as printed pictures: a lit candle, a gate, a shepherd, a loaf of bread, a bunch of grapes, a signpost, a butterfly. What human needs do these symbols represent? The need for food, guidance, etc. They also represent things Jesus said about himself! Christians believe that as God who has become human, Jesus understand the deepest human needs and wants us to know God can provide for all these. To find out what Jesus actually said, you will need Bibles. Provide seven Bible references on cards – see **Appendix 1.** Children should look up the references in a Bible and link the references with their pictures and complete the 'I am' sayings.  In small groups, talk about what you think Jesus wanted his friends to understand about him and who he was in these statements. Children choose which saying they find most helpful in understanding more about Jesus and why Christians say he came to earth. See **EXPRESS** – create collages or poetry to represent your 'I am' saying. **Why did people in Jesus' time think these sayings were claims to be God?**  What links all the sayings? 'I am' is in all of them. When Jesus said these words, he may have put a special emphasis on the words 'I am' and this would have reminded his followers of an important episode of Jewish history. Watch a clip from 'The Prince of Egypt' film showing the 'Burning Bush' story. In this story, from the Bible (Exodus 3), God speaks to Moses and gives himself the name 'I am who I am' or 'I am that I am'.	***Remember that all the first Christians were Jewish and would know the stories of Moses well. They celebrated the Passover festival each year to remember that God rescued their ancestors from slavery in Egypt and that Moses was his chosen leader.*** ***The Prince of Egypt is now a stage musical: https://www.theprinceofegypt-musical.com/***

	The 'I am' statements of Jesus were directly linked to how God named himself to Moses. His followers would take these statements as claims to be God but also clues as to what God is like. Would it make a difference if Jesus had said 'I was….' or 'I will be….'?	
EXPLORE **the Christian belief in 'incarnation' through** **(ii) Church practice** ***5b** I can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God*	**Teacher's note:** *For Christians, Jesus is God incarnate; he is the second person of the Holy Trinity, the unique way in which Christians perceive God as 'three-in-one'. Believing Jesus is God's Son is central to all Christian worship and to the life of the church.* *Worship means the 'giving of worth or value' to someone or something. When Christians worship Jesus, they are saying he is their God, incredibly important to them. They may do this in creeds, prayers, songs, dance, offerings of money, etc.* **What evidence is there locally that Christians believe in Jesus as God incarnate or the Son of God?** In this lesson, try to visit a church, or invite a Christian visitor to school, so you can find out directly about how Jesus is important to Christians. Work out any key questions beforehand so they do not come as a shock to your guide or visitor!  **You are to be a detective.** Your key task is to find out if there is enough evidence in the church, or from your visitor, that a) Jesus is important to Christians b) Christians believe Jesus is God incarnate / the Son of God c) Christians worship Jesus as God d) Christians value the belief that God became one of us, human **Devise a plan of action for your visit or a suitable bank of questions for a visitor.** **Where is Jesus in your church?**  Look for evidence of Jesus which points to Christians believing that Jesus is God incarnate e.g. • Pictures of Jesus in stained glass, or sculptures • Children's pictures / picture books	***Try not to go to an empty church. Ask for a guide and ensure they know what you want to do.*** ***If you have an 'Open the Book' team, they may be willing to help with a visit or to be the visitors. See Resources.***

- Crosses / crosses with Jesus on
- Bibles – Can you find one of the 'I am' sayings?
- Inscriptions / banners of Jesus' words
- Copies of the Lord's Prayer
- Jesus' name in prayer books, service or song books
- Christmas cribs / Easter gardens



A creed is a list of beliefs in the Christian faith. Creed comes from the Latin word 'credo' or 'I believe'. Most creeds begin 'I believe' or 'We believe'.

What do Christians in your church believe about Jesus? How do you show he is important in worship? Is it important to you that Jesus was human like us?

Ask your guides / visitors what people in their church believe about Jesus. Can they prove that is what they believe? Ask for evidence that this is what they believe.

In an Anglican (Church of England) or Catholic church, look for a copy of the **creed** in a service book. Ask your guide to read it or read it together to hear what it might sound like at a service when the congregation say it together.

What does the creed say about Jesus? Can you find prayers addressed to Jesus or about Jesus? Do the prayers say 'in Jesus' name' at the end?

Ask your guide / visitor whether it is important that Jesus was human like us. A Christian might say it is because God understands what it is like to be human, that he helps them understand what God is like, gives them a human example of how to live their lives, etc.

Discuss these ideas with them and make notes of their answers or record them for use later.

Look up songs in a hymn book for evidence of beliefs about Jesus. Collect different names Jesus is given in songs e.g. prince of peace, Lord, Messiah, saviour.



If in school, use a song such as Tim Hughes 'Here I am to worship'. It can be bought from i-tunes. What does it tell you about Christian worship and about beliefs about Jesus?

Write a report about your visit to the church, so the congregation can know what you discovered about them. And so you can ask them any questions which emerged later!

So was there enough proof? Write up a group report on your visitors or on the church you visited. What would make a good title for the report?

EXPLORE

the Christian belief in 'incarnation' through (iii) Christian living

5d *I can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle*

5f *I can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society*

6e *I can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian might give*

Teacher's note: *Christmas celebrates the Incarnation in the birth of Jesus Christ on earth. Christians believe Jesus came as saviour of the world: to save people from the consequences of their sin and to reconcile humans to God and each other. As Jesus lived on earth he modelled how humans should live; he once said, 'I am the Light of the World' and light is now a key symbol of Christmas.*

Christingle services are popular at Christmas; they are a reminder of the purpose of the incarnation and raise money for the Children's Society, a reminder that every human is of infinite worth to God. When they help the poor, Christians believe they are helping Jesus; they are also embodying or incarnating God's love.

What is a Christingle?

Learn how to make a Christingle in a few easy steps with our instructional video



Bring in all the ingredients for making a class set of Christingles! What are all these things for?

All the different parts of the Christingle mean something. Some children may be able to tell you quite a lot already, especially if this is a tradition in your school.

Children can make a Christingle for themselves, research its meaning and history.

- http://www.topmarks.co.uk/christmas/Christingle.aspx
- http://www.thisischurch.com/christian_teaching/christingle.htm

What does the Christingle say Christians believe about the world and why Jesus became incarnate (came to earth)?

Try answering the question and then check your ideas against the passage below from a church leader. Were you right?

> Sometimes when I talk about a Christingle at Christmas, I add some extra symbolism.
>
> We look at the beautiful orange and think of the hole we just made for the candle; we talk about how the world is spoilt by things humans do. We look at the sticks before we put them in the orange and talk about the pointed ends and the way humans sometimes fight each other or get at each other. We are not a perfect world; we need help.

The Children's Society was originally 'The Church of England Children's Society'. Find out about its origins and Christian vision at www.childrens-society.org.uk/

Christingle resources can also be found here, including songs. www.childrens-society.org.uk/christingle

Lots of instructions for making Christingles on the internet.

Connect the Christingle with Jesus' saying: I am the Light of the world'. In church schools a candle is often used in Collective Worship as

6f *I can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, including a Christian viewpoint*	Then we get the candle and remember that Jesus came to chase away the dark things in our lives and start putting things right. We add the fruits and sweets and talk about how Jesus helps us to be reconciled to other people. He helps us grow good things in our lives like peace, joy, kindness – these are represented by the fruit and sweets. Then we add the ribbon for Jesus' blood because putting things right was something only God could do – that's why he came in Jesus – and it cost him his life, a sacrifice of love for us all. And finally we remember that we are called to be lights too. Many awful things still happen in our world. We can help put things right for some people through the Children's Society, a Christian organisation working with children in difficult circumstances. **How does the Children's Society 'incarnate' the love of Jesus?** **Teacher's note:** *Read the Children's Society's mission statement and its links with Christian values. Here you will find evidence that this organisation finds its focus in its belief in Jesus as God's Son. They believe they are 'incarnating' God's love, like Jesus did.* Show some pictures of young children in trouble or distress, possibly from the Children's Society website. How would you show these children that you care about them and want to help? Alternatively act out a scenario and freeze frame actions and gestures that suggest you are offering help. Such actions **embody / incarnate** love or care or compassion. Find out more about the Children's Society at work by watching a current video on their website. Discuss • What might it mean to 'incarnate' or 'embody' God's love? • How does the Children's Society 'incarnate' Jesus' love? • Why might Christians want to hold a Christingle service?  **Challenge:** Plan a Christingle celebration or join one locally to raise money for the Children's Society. Why not learn a Christingle song for this? There are several on the Children's Society website.	***a reminder of this.*** ***Alternatively: investigate Christian artists, musicians, footballers, etc. How has believing Jesus is God made a difference in their lives?*** ***A brilliant story is of Nick Vujicic – born without limbs. http://www.lifewithout-limbs.org/about-life-without-limbs/***

EVALUATE

our RE learning about the Christian belief that Jesus is the incarnation of God

Teacher's note: *Decisions about assessment should be made before starting the unit but this is a good point to stop and think! The following may help:*

What have we learnt? How well have we learnt?

- Try a mind map – together as a class or in groups.
- Encourage children to record/ share what they have learnt as individuals.
- Use the Quick Quiz on p.17.
- Use the class RE scrapbook to discuss your learning journey together.
- Consider how to answer any remaining questions.

Can we answer the big question at the start of the unit? How well?

- Encourage discussion to construct an answer together.
- Ask children to self-assess e.g. using traffic light colours, and explain their progress
- Use the KS2 SOLO taxonomy hexagons in groups or individually.

Are we making progress in RE as a subject? How much?

- If working towards end of year expectations, check tasks were set and completed, using the grid on p.18 ***OR*** an Assessment framework in use in your school.
- Use any opportunity to link learning between units of work and across subjects.



Using the symbols: Look at the baby Jesus picture on the front of the unit. Is this a good symbol for Christian beliefs about incarnation? How could it help you remember this unit of work? Is there a better symbol?

What will you remember about this unit and the Christian belief we have been learning about?

See p. 17-18 (Assessing RE in your school) below for decisions on how /what to assess.

NB Different schools have different requirements. Check with your RE Subject Leader.

Solo Taxonomy hexagons for this unit can be printed from the Emmanuel Project Flash drive, along with ideas for use.

A4 symbols on flash drive. Children can use symbols from each unit to recall key beliefs in each religion.

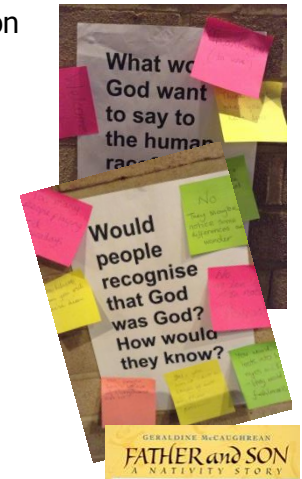
EXPRESS

your RE learning about the Christian belief in Incarnation so it can be shared with others

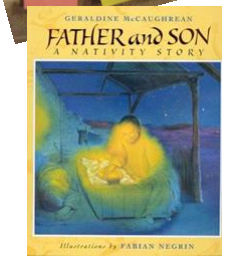
Teacher's note: *You will have done a variety of different kinds of work during the unit which may already have been shared with others. In the 'expressing' be sure to encourage the use of key words from the unit.*

Here are some more ways you might share your learning with others:

- **Create an interactive display of 'If God became a person…'** for others in school. Put up children's initial work in a public space in school. Encourage others to add more post-its, including adults. Monitor responses. Transfer the display to a local church for others to add even more post-its. Produce a booklet of responses for the school foyer as an example of good RE.
- **Create an exhibition of photos using facemasks** from the 'Jesus on the tube' painting and /or pupils' own images of Jesus. Add pictures of Jesus round the world, selecting a limited number, as decided by the class, with children justifying those to be chosen. Children write reasons for their choices of pictures to be displayed with the artwork.



- **Display the large letters J-E-S-U-S** covered with children's ideas and questions.
- **Display group collages of 'I am' sayings**. Present these to another class or during a school assembly, explaining to others what they represent. Offer them for display in a local church. Ensure that the collages are accompanied by explanations, poetry or other writing.
- **Plan 'Experience Christmas' for younger children** in association with a local church. Check whether your presentations convey the Christian belief that Jesus is God incarnate.



- **Try 'Father and Son'** by Geraldine McCaughrean as an English text. What is this book about? What does it tell us about Jesus and Christian beliefs? What is Joseph's dilemma? Can you add a page or two to the book?
- **Listen to 'Hark the Herald Angels Sing',** a famous Christmas carol and talk about the words and what they say about incarnation with a Christian visitor and try to show what you have learnt in the things you say and the questions you ask.

These activities often provide the chance to gather evidence needed for the end of year expectations or to judge what has been learnt and how well.

Experience Christmas –6 reflective stations on the Christmas story, designed to be presented by a local church but easily done by older children. (See Resources.)

Appendix 1 – The seven 'I am' sayings of Jesus recorded in John's gospel

John 6 v.35	**I am the Bread of Life**	Feeding people spiritually, bringing life which goes on forever	The need for food for body, mind and soul
John 8 v.12	**I am the Light of the World**	Guiding and enlightening, giving hope and dispelling darkness	The need to see and understand, to be guided
John 10 v.9	**I am the Gate (I am the Door)**	Offering the way into a safe place, protecting and guarding	The need for safety and belonging, for freedom
John 10 v.14	**I am the Good Shepherd**	Loving, caring, protecting, rescuing, knowing everyone by name	The need to be loved, wanted and looked for
John 11 v.25	**I am the Resurrection and the Life**	Offering hope and new life in face of death and despair	The need for hope, comfort and freedom from fear
John 14 v.6	**I am the Way, the Truth and the Life**	Showing the way to God, bringing truth about God and leading to eternal life	The need to know the right way in life, to know the truth
John 15 v.1	**I am the Vine**	Nourishing and helping people grow, bringing them together in unity with God	The need to belong and to be productive, useful and beautiful

Jesus said, 'I have come that you might have LIFE, life in all its fullness.' John 10 v.10

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Assessing RE in your school

There are many ways to assess RE….. and also to assess the Emmanuel Project units. You may want to know how pupils are doing in this particular unit. You may want to assess their overall progress in RE at the end of the year.

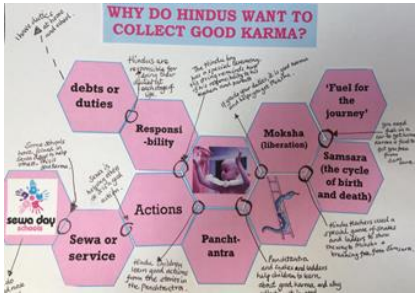
Your RE subject leader should advise you on how to assess in line with school policy and any statutory requirements e.g. from the locally agreed (or diocesan) syllabus. However, the following guidance is offered:

If you want to check progress in this unit, you could:

- Mind map the key question as a class / in a group / individually – at the start and end of the unit.
- Offer coloured definitions for pupils to self-assess their start / end point, explaining how they have progressed.

I know a little about the words but I can't answer the question yet.	I know what the question is asking. I can give a possible answer.	I can answer the question with several examples.	I could coach someone to answer the question, making links with other learning.

- Use **Solo Taxonomy** (Biggs and Collis), in which pupils demonstrate their learning by linking labelled hexagons together, annotating the results with reasons for the links. Deeper learning is evident as pupils justify more and more appropriate links. *There are 'ready to go' versions for all KS1 and KS2 units on the Emmanuel Project flash drive with ideas for how to use.*



- Use quick quizzes based on **Bloom's Taxonomy**. Below is a possible quiz for this unit. It should take about ten minutes, although more extended time could be offered. Any teacher who has taught the unit should be able to work out appropriate answers. *All the quizzes are on the Emmanuel Project flash drive with ideas for how to use.*

Beginning: Discusses concept in own life	Q1 What does 'incarnate' mean? What other words are similar in meaning?
Developing: Draws on the lesson material	Q2 What did Jesus say in the Bible about who he was?
Expected: Applies concept / answers key question	**Q3 How do Christians show their belief that Jesus is God incarnate?**
Greater Depth: Offers wider links to this or other faiths / personal views	Q4 Christians try to 'embody' God's love; how could we 'embody' one of the values of our school?

If you want to assess pupils against end of year expectations for RE, you could:

Set tasks to help pupils demonstrate the 'I can's' below. ***SELECT*** *a year group.* ***CHOOSE 2 strands*** *to assess e.g. one from each Attainment Target, which means each strand is covered twice in a year providing good evidence for end of year reporting.* ***LOOK*** *down the left column of the lessons for the best place to do the assessment.* ***SET your task*** *adapting the lesson as necessary.* ***RECORD*** *how pupils do.*

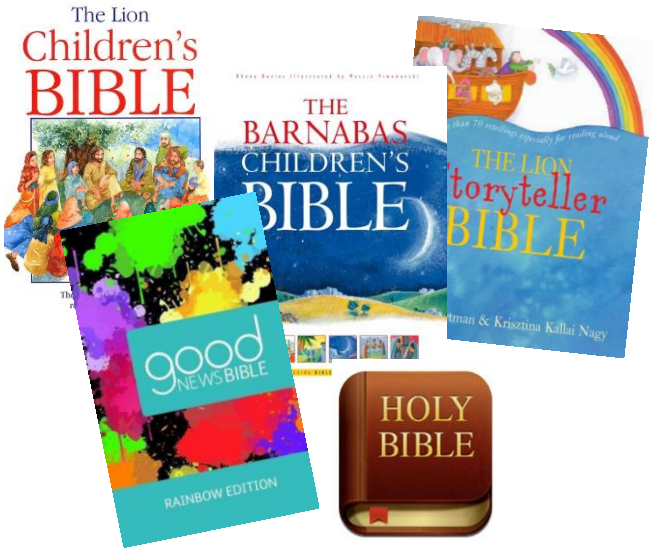
The grid is based on generic end of year expectations (see flash drive), loosely tied to the Suffolk Agreed Syllabus, but adapted to this specific unit. Other RE syllabuses have different assessment structures but the grid may still be helpful.

	Attainment Target 1 - Learning about religion and belief			**Attainment Target 2 - Learning from religion and belief**		
	Strand a) beliefs, teachings and sources	**Strand b) practices and ways of life**	**Strand c) forms of expression**	**Strand d) identity and belonging**	**Strand e) meaning, purpose and truth**	**Strand f) values and commitments**
Y3	***3a*** *I can describe what a Christian might learn from one of Jesus' 'I am' sayings*	***3b*** *I can describe how Christians everywhere speak about Jesus as God on the earth*	***3c*** *I can use religious terms to describe how the ichthus symbol shows Christian beliefs*	***3d*** *I can recognise things which influence me and that believing Jesus is God influences Christians*	***3e*** *I can ask good questions about various pictures of Jesus, and share some answers*	***3f*** *I can link what and who is important to me, with how I think and act*
Y4	***4a*** *I can describe what a Christian might learn from the 'I am' sayings about Jesus as God*	***4b*** *I can describe a variety of things Christians do in their churches which focus on Jesus*	***4c*** *I can describe how Christians show belief in Jesus as incarnate e.g. in pictures, song, sculpture, a Christingle*	***4d*** *I can compare what influences me with the way the Bible and beliefs about Jesus influence Christians*	***4e*** *I can ask important questions about good / bad aspects of being human and compare ideas with others*	***4f*** *I can link things that I value to the way I choose to think and behave, and make the same link for Christians*
Y5	***5a*** *I can make links that show how the Christian belief in Jesus as God comes from passages in the New Testament*	***5b*** *I can use the right religious words to describe practices or artefacts in churches which show Christians believe Jesus is God*	***5c*** *I can show how Christians express ideas about Jesus as human / divine in different images and say why some may not want to portray Jesus*	***5d*** *I can ask questions about why people choose to support the Children's Society, referring to their Christian identity and the inspirational message of the Christingle*	***5e*** *I can ask questions about things people need in life, and suggest my own answers to how the 'I am' sayings of Jesus address human needs*	***5f*** *I can ask about moral decisions people make about who to help in society, and about why Christians set up organisations like Children's Society*
Y6	***6a*** *I can suggest reasons for why Christians believe Jesus is God's Son and explain how they draw on the Bible for their ideas*	***6b*** *I can use wide religious vocabulary to compare how Christians follow Jesus and how they respond to the belief that Jesus became a human like them*	***6c*** *I can express a Christian's feelings or beliefs about Jesus as 'God with us' in a style used by believers (art, poetry, drama…) and give an explanation*	***6d*** *I can ask about different denominations Christians belong to as a result of heritage, belief or choice, and outline some of the challenges of choosing to follow Christ*	***6e*** *I can compare my own ideas about why humans exist and how people should live, with others, and suggest answers a Christian might give*	***6f*** *I can discuss some benefits and problems of a strong commitment to help the less fortunate, and whose responsibility this is, inc. a Christian viewpoint*

Resources for this enquiry:

Most of the resources are mentioned in the text as well as in this list. Although you do not need all the resources listed, it would be hard to teach the unit without any of them.

Recommended Bible resources:



- Lion Children's Bible – Pat Alexander (Lion Hudson) for Burning Bush / Caesarea Philippi
- Lion Storyteller Bible – Bob Hartman (Lion Hudson)
- Barnabas Children's Bible - Davies and Piwowarski https://www.brfonline.org.uk/products/the-barnabas-childrens-bible)
- Good News Bible (www.biblesociety.org.uk) - 'real' Bible with books, chapters and verses, and in various editions with different covers / costs / bulk offers
- **www.biblegateway.com** – Here you can look up any Bible passage by entering the name of the Bible book, chapter and verses. We recommend you select the Good News Translation (GNT) but there are other versions and a variety of languages – useful if you have many languages in school and to illustrate the global nature of the Christian faith.
- **Bible App** - Teachers may also find it useful to have a Bible app on their phone! Free download.
- **Open the Book** – a national organization that encourages local churches to tell simple Bible stories from The Lion Storyteller Bible in school Collective Worship, using a standard script. Many teams exist locally and most are excellent, acting out stories with costumes and props and involving the children too.

  Their website is: http://www.biblesociety.org.uk/about-bible-society/our-work/open-the-book/. For local details, contact the Diocesan Schools' Adviser- education@cofesuffolk.org

Visitors from the Christian community

Year 5/6 pupils should have the opportunity to visit a church and / or meet and interview members of the Christian community e.g.

- the local vicar, another church minister or a 'lay' member of local Christian congregation
- A practising Christian on the school staff or amongst parents or governors
- Members of your local 'Open the Book' team, local interfaith groups or a Cathedral Education Team

Remember that the teacher is the manager of the learning environment and should help direct the interviews. It often helps to allow the class to present their work first and take the interview from there. Always check that faith visitors understand what they are being asked to talk about, which should be **something specific to the unit.** An alternative is to collect and sift any class questions and send the very best to **Email a believer.** http://pof.reonline.org.uk/

Pictures of Jesus – a selection of sources:

- **The Christ we share** - pictures of Jesus from round the world and different eras, available as A4 pictures and on CD with background resources. https://www.methodistpublishing.org.uk/books/ga202-ed-07/the-christ-we-share-3rd-edition
- **Jesus Laughing and Loving -** The art catalogue from an amazing exhibition of pictures of Jesus in Australia. Download free or buy for £10 as a hard copy. You can also download the individual pictures. http://www.miat.org.au/jesus-laughing-exhibtion.php
- http://www.spiritualjourneys.org.uk/pdf/faceofchrist_000.pdf
- https://www.pinterest.co.uk/yeprignon/jesus-around-the-world/pdf
- https://www.childrenandyouth.co.uk/churchresources/faces-of-jesus/
- https://www.godisreal.today/pictures-of-jesus/



Other Resources:

- **Father and Son -** Geraldine McCaughrean *A heart-warming look at the father /son relationship between Joseph and Jesus – opens up the idea that Jesus is both human and divine, God's Son as well as Joseph's.*

Experience Christmas – 6 reflective stations exploring the meaning of Christmas - http://www.imaginor.co.uk/jumping-fish-publications/

The initial ideas for this unit were worked on by Carmel Coppens-Browne (Kelsale CEVCP), Danielle Bell (Old Newton CE Academy) and Janet Webster (St Margaret's CEVAP Ipswich) at the Emmanuel Project days and revised by Helen Matter, Diocesan Schools' adviser in 2019. Thank you all for your hard work!