Key Question: L2.3: Why is Jesus inspiring to some people?

This investigation enables pupils to learn in depth from Christianity, exploring different reasons why Jesus is considered and inspiring figure by Christians – and by many other people too.

The investigation implements the **principal aim of RE,** which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

<table>
<tr><td>Step 1: Select a key question</td><td colspan="3">Why is Jesus inspiring to some people?

Year group: Recommended Year 4

Strand: Believing

Questions in this thread:
F2 Which people are special and why?
U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?
3.3 What is so radical about Jesus?

Religions and worldviews: Christians
Make sure that you can explain where this unit/question fits into key stage planning e.g. how it builds on previous learning in RE; what other subject areas it links to, if appropriate.</td></tr>
<tr><td>Step 2: Select learning outcomes</td><td colspan="3">• Use the learning outcomes from column 2 of the key question outlines on p.56
• Select learning outcomes appropriate for the age and ability of your pupils.
• Being clear about these outcomes will help you to decide what and how to teach.</td></tr>
<tr><td>Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td>Pupils can:
• Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1).
• Suggest some ideas about good ways to treat others, arising from their learning (C3).</td><td>Pupils can:
• Make connections between some of Jesus' teachings and the way Christians live today (A1).
• Describe how Christians celebrate Holy Week and Easter Sunday (A1).
• Identify the most important parts of Easter for Christians and say why they are important (B1).
• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</td><td>Pupils can:
• Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).
• Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</td></tr>
</table>

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Step 3: Select specific content	• Look at the suggested content for your key question, from column 3 in the unit outlines. • Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes. **This plan has selected the following content to exemplify the learning outcomes. Pupils will:** • Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. • Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builder from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then find out how Christians interpret these by asking some. • Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.) • Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection open up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). • Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. • Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit, Galatians 5:22–23). • Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.

NOTE: This unit of work offers around 8 hours of classroom ideas. You need to select from it in order to achieve the learning outcomes set out in Step 2 above, designing a coherent learning journey that will make sense to your pupils.

Note also that pupils should have multiple opportunities to encounter the content you wish them to remember. Single encounters will not enable them to embed what they learn in their long-term memory. Plan for pupils to revisit and build on their prior learning, recalling stories already encountered and applying them to the focus in responding to the key question.

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<table>
<tr><td>Step 4: Assessment: write specific pupil outcomes</td><td colspan="3">

Turn the learning outcomes into pupil-friendly ‘I can’ or ‘You can’ statements.
You might adapt these specific outcomes to form ‘I can’ statements (for pupil self-assessment), ‘You can’ statements (for teacher assessment), and ‘Can you…?’ statements (for next steps or challenge)
Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning.
These ‘I can’/’You can’ statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment.

</td></tr>
<tr><td colspan="2">Emerging</td><td>Expected</td><td>Exceeding</td></tr>
<tr><td colspan="2">I can…
You can…
Can you…?
Give simple definitions of key Christian terms (e.g. gospel, incarnation, salvation)
Ask questions raised by the stories and life of Jesus and followers today
Give examples of how Christians are inspired by Jesus
Suggest an example of how to treat other people relating to the Feeding of five thousand or the Unforgiving servant</td><td>I can…
You can…
Can you…?
Connect the story of the unforgiving servant with an example of Christian life or action
Connect the story of the feeding of the five thousand with an example of Christian life or action
Define clearly and illustrate key Christian terms by referring to events from Holy Week and Easter
Describe how and why Christians celebrate/mark Palm Sunday, Maundy Thursday, Good Friday and Easter day.
Identify the most important parts of Easter for Christians and say why they are important</td><td>I can…
You can…
Can you…?
Make connections between the Easter story of Jesus and the wider ‘big story’ of the Bible
Connect up ideas like sin, salvation and Jesus as God come to earth with the story
Give examples of why these ideas and stories inspire Christians
Present my own ideas about the most important attitudes and values to have today, making links with Christian values</td></tr>
<tr><td>Step 5: Develop teaching and learning activities</td><td colspan="3">

Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes.
Don’t forget the skills you want pupils to develop, as well as the content you want them to understand.
Make sure that the activities allow pupils to practise these skills as well as show their understanding.

</td></tr>
</table>

NOTE: RE Today is not responsible for content on external websites. Please do always check content before showing to pupils.
Links were active and correct at time of publication, but they do not always last.

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What does the word 'inspiring' mean? Who is inspiring?		
Pupils will learn to: Talk about heroes and inspiring people. Use the word 'inspired' in an appropriate way. Choose some inspiring people of their own. Ask questions about Jesus and inspiration and respond thoughtfully to inspiring stories. Make connections between the concept of inspiration and the teaching of Jesus Make links between inspiring people from different settings. Consider the list of values and virtues from Saint Paul, called 'the Fruits of the Spirit'	**What makes you say 'WOW'? Who makes you say 'Wow'?** Ask pupils at the very start of this work who makes them say 'WOW'. Some people make us say this because they are exciting, or amazing, or do something wonderful or surprising. Some are into sports, or music, or are on a film of TV programme – but some people we know make us say WOW too. These ones are the most important. Make a class list of who makes us say 'WOW'? **Being inspired: what's that?** ▪ Create a list of **heroes** in movies that the pupils like. Every pupil could write three onto sticky notes and say why they chose them. It might include Shrek, Buzz Lightyear, Simba the Lion King, Mr Incredible, Monsters Inc, Elsa, Moana, Harry & Hermione and so on. What do these heroes have in common? Why do people like them? How do we show who our heroes are? ▪ **Discuss with pupils the idea of being inspired:** you could talk about copying someone else, admiring them, looking up to them. Get them to give examples of 'real world' heroes: sport, music, TV, film, or other parts of life. What would a person do if inspired by one of these? ▪ **Asking round:** Give pupils a task to ask three grown ups – at home or round school – who inspires them and why. Give them a sheet for the grown up to fill in with a sentence. Collect these and share the funny ones, the best ones and the interesting ones in circle time. Build up pupils' understanding of the word 'Inspire'. ▪ **Focus talk on idea of 'inspiration'** with pupils: what does it mean? Explain that in this unit of RE we are going to find out why Jesus is an inspiration to Christians. ▪ **The large scale of religious inspiration:** Point out that Christians believe Jesus is real (not like the Disney heroes), and he died for a reason, and came alive again at Easter. People all over the world have been inspired by Jesus for many hundreds of years, in their millions (not like the 'heroes' on TV, who might last a decade if they are lucky!). ▪ **Living for others:** show pupils this verse from the Bible: 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.' [Galatians 5:22] Ask: do our heroes show these qualities? Can anyone be a hero if they live like this? Are people who are inspired by Jesus trying to 'grow' these 9 kinds of 'fruitfulness' in their lives?	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Give examples of how Christians are inspired by Jesus (B1).** • **Suggest some ideas about good ways to treat others, arising from their learning (C3).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** **Exceeding:** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What do we know about Jesus' life story? Is his story inspiring for some people?		
Pupils will learn to: Respond sensitively to some images of Jesus from the global Christian art of today. Identify similarities and differences in the way in which Jesus has been portrayed; Connect artistic images of Jesus with the artist's beliefs and background; Apply their own ideas about the meaning and purpose of Jesus' life and teachings.	**Is Jesus inspiring because of his life story?** • If you were writing a book about someone, what important details would include? Collect ideas in pairs for some chapter outlines. Four famous books about Jesus' life, called 'Gospels', are named for their writers: Matthew, Mark, Luke, John. They are in the Bible. 'Gospel' means 'Good News'. In what ways might Jesus' life story be 'good news'? • Although the Gospels say a lot about what Jesus said and did, there is no written description of what he looked like, and paintings were not done until maybe 150 years after his death. Why might this be? Explain that all images of Jesus are influenced by the artist's experiences, beliefs and background. • Pupils are to look at a number of pictures of Jesus from the stories of Holy Week and Easter, by different artists. About 6 – from around the world – is good. They might be passed from group to group for discussion and question-raising. They are to think about the following questions: What do you notice about the way that Jesus is drawn in this picture? What do you think the artist is trying to say about Jesus? What did the artist get from the Bible? What did the artist add to the Bible themselves? Which pictures show the most important parts of the stories of Holy Week and Easter? • Ask pupils to think about the fact that Indian Christians paint an Indian Christ, Africans and European a black or a white Jesus. Remind them of the idea of 'incarnation' – that God becomes one of us in our own place and time, and Jesus was God come to earth as a human. Does the idea of incarnation link to the different ways Christians paint Jesus? (It does: Christians believe the incarnation of Jesus is continued by the Holy Spirit, with believers wherever they may be on earth). **Artwork:** If appropriate, pupils could create their own picture of Jesus, thinking carefully about what they want to show about Jesus, the setting for their picture and what they want Jesus to be doing. They should explain why they have drawn Jesus like this. One way of doing this is to give the pupils a choice of five or six stories of Jesus to illustrate (this task anticipates and prepares for the final assessment task in this unit). **Notes:** Links to Art, links to ICT. There are many photo packs available that contain different images of Jesus. See RE Today's catalogue ; Picturing Jesus Fresh Ideas is a good source of pictures of Jesus from around the world.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Give simple definitions of some key Christian terms (e.g. gospel)** • **Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** • **Describe how Christians celebrate Holy Week and Easter Sunday (A1).** • **Identify the most important parts of Easter for Christians and say why they are important (B1).** **Exceeding:** • **Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Was Jesus inspiring because of his actions?		
Pupils will learn to: Retell the story of feeding 5000, one of Jesus' miracles Make links between the story and the way Jesus inspired people Describe the difference between a miracle and a magic trick: magic tricks are illusions, but some people believe God can do miracles 'for real'. Understand what is inspiring to Christians about a miracle story of Jesus, what it shows about him Think about the big idea of 'being inspired by someone'	**Jesus inspired people. How do the stories of feeding 5000 and walking on water show this?** ▪ Begin by talking about the difference between a magic trick and a miracle. If possible, perform a simple magic trick. What is the difference between this and a miracle? Teach pupils that miracles are stories that have a huge 'wow' factor. **Note**: religious people see God at work in miracle stories. Point out that many Christians around the world believe that Jesus did carry out the miracles as recorded in the gospels: they see it as evidence of the incarnation – that Jesus was God on Earth. Some Christians don't agree – they see miracles as stories expressing a kind of spiritual message (for example, in this case some say it's about how generosity can inspire – the boy's generosity made people own up to having some food, and then sharing it); non-religious people will generally disbelieve these stories, but some may agree that the writers were expressing a spiritual message for Jesus' followers. ▪ Read and retell the story of Jesus feeding 5000 people with 5 loaves and two fish. It is in John chapter 6 verses 1-33. This story is immediately followed by the story of Jesus walking on the water. You could tell both. Use props, artefacts, and food to taste! ▪ There are many good strategies for unpacking and retelling a story: use art, drama, music or thinking skills to do this, and be prepared to spend some time on the activities. **Responses:** ▪ Pupils are to imagine that they have just seen Jesus perform the miracle they explored previously. The teacher or an older pupil could 'take the hot seat' and answer questions from other pupils about the events of the day in the role of one of Jesus' followers. Include questions about inspiration: was Jesus inspiring? How? When? Who for? Why? ▪ In pairs (use the strategy think / pair / share if you like) pupils can try to create acrostic poems on the word 'Inspire' or the word 'Following' to show what they have learned. Share these ideas. ▪ Ask pupils: who would have been inspired by these stories to say thank you? Would people have been inspired to be generous, and to share? What has helped pupils to be thankful or to share? ▪ Create a little 'loaf and fish' drawing. Ask each pupil to write in the outline to explain how Christians might be inspired by Jesus. What might these miracle stories inspire Christians to do? Next ask each pupil to choose the names of two people who have inspired them, and write about how and why they have been inspired by them, and draw a picture to show the idea for display. **Notes**: Links to Literacy (Communication) It is not difficult to use a voice recorder to catch pupils' poems, and it adds status and value to the work. Other stories of Jesus could be used in similar lessons, e.g.Jesus calling disciples, or Jesus meeting Zacchaeus and changing his lonely life into a generous life.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Give simple definitions of some key Christian terms (e.g. miracle salvation) (A2).** • **Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** **Exceeding:** • **Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?		
Pupils will learn to: Retell one of the stories of Jesus and suggest what it means for Christians Describe one of Jesus' parables Explain examples of the impact that believing in Jesus will have on a Christian's life Understand the meaning of one of Jesus' parables Reflect on what we can learn from a parable of Jesus. Make links between values and commitments and their own attitudes and behaviour. To consider the impact that believing in Jesus will have on a Christian's life.	**Is Jesus inspiring because of his teaching?** • A good teacher: create a list of the key 'ingredients' that are needed to make a good teacher. Use these ingredients to write a recipe for the perfect teacher. • Discuss why Jesus was a good teacher. Ask pupils to think carefully about the following points: memorable speaking; use of stories, everyday examples, practising what he taught. *There are several stories suggested in the syllabus unit – here are ways of exploring two of them: you could do something similar with other examples, as suits your class.* **The parable of the two builders: Matthew 7:24-27 and Luke 6:46-49.** • Tell the story, and think together about the meaning. The meaning of this parable could be explored by asking groups of pupils to build two structures out of paper or straws. Secure one of the structures down to its base. The other one is to be free standing. Pupils are to blow on the structures or wobble the table: which one falls down first and why? Discuss the meaning of the parable. • Foundations: Discuss how Jesus is the foundation for the lives of Christians: in what ways do Christians build their lives on Jesus? Ask pupils to consider the foundations for their lives (e.g. friends and family, activities that strengthen them, spiritual foundations) and what would happen if these changed or went away? • Use appropriate activities to help pupils reflect on the important values on which to build e.g. truthfulness, kindness, tolerance etc. Pupils can record these in a visual way: they might complete 6 'bricks' each for the foundations, and make a class display of 180 bricks! • What strengthens our lives? Pupils could draw a picture of themselves standing on a base – what / who supports them in their life? Who or what are the foundations upon which they are building their lives? **Another parable: Unforgiving servant Matthew 18 21-35** • Share the story of the unforgiving servant. Freeze frame key parts of the story and hot-seat key characters. Write a paragraph of a sermon that a Christian vicar would use about this story explaining what it means for how Christians should act. • From this lesson, sum up conclusions about the teaching of Jesus: was he a good teacher? Is that something that inspired people? Christians remember his teaching, which he kept on giving right up to the end of his life on Good Friday. You might look at Jesus' 7 sayings from the cross to see if they are inspiring. **Notes:** You might return here to the list of virtues called the 'Fruits of the Spirit' and ask pupils: can you identify a time when Jesus showed some of these qualities: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Remind pupils that this teaching comes from Saint Paul's letter to the Galatians in the Bible.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).** • **Suggest some ideas about good ways to treat others, arising from their learning (C3).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** **Exceeding:** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Did Jesus' teachings inspire people? How and why?		
Pupils will learn to: Consider who Jesus considered to be blessed by God; Reflect upon what makes them happy Make their own links between Jesus' teachings and Christian beliefs Recognise their own values and those of others. Describe the importance of Jesus' teaching in the Sermon on the Mount for Christians. Some pupils will create their own Beatitudes to show who they think should be blessed / happy.	**Is Jesus inspiring because he helped people to be happy? Jesus teaches people about what makes us really happy** • Read a children's version of the Happiness sayings of Jesus (The Beatitudes) Matthew 5: 3-12. These sayings are about being "Blessed" (happy). They contain advice on how Christians should live their lives. Jesus' list of 'happiness statements' is very different to the values most people live by. • Provide pupils with a set of 8 cards, each one giving a simplified version of the saying of Jesus. Ask them to pick one each and explain to their partner what they think it means. Collate a class list of ideas about what Jesus said would make people happy. E.g. you are happy if you care for others. • Ask pupils to make a collage to show some of the things Jesus said made people happy and things that make them happy / sad. Would anything be the same? Consider similarities and differences. Ask the pupils to think about what makes them happy. • Give each pupil a card with a picture / description of something that might make them happy. • Allocate the four corners of the room to the following: very important, important, not that important, not important at all. • They are to stand in the area of the room that shows how important their card is in making them happy • Read a simplified version of the Beatitudes and explain its meaning. • Pupils are to create their own version of the Beatitudes, using the formula 'You are happy if...' **Notes:** The Beatitudes form part of Jesus sermon on the mount Matthew 5:1 – 7:29. The Beatitudes are the first twelve verses of this teaching (Matthew 5:1-12). In writing their own Beatitudes, pupils should think about who they think should be blessed / happy. They could write their sayings using the following format: Happy are those who… because…. Connect this with unit L2.9 What can we learn from religions about deciding what is right and wrong? You could use some of these ideas in that unit, if it makes sense for your pupils.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Give simple definitions of some key Christian terms (e.g. Beatitudes, Gospel (A2).** • **Suggest some ideas about good ways to treat others, arising from their learning (C3).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** **Exceeding:** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who did Jesus say he was? Why is he so important to Christians?		
Pupils will learn: To understand the symbolic language used for Jesus in the Gospel of John. To reflect on the meaning of the statements that Jesus made about himself To understand the importance of these sayings for Christians To think of some metaphors to describe what they are like, connecting them to Bible metaphors for Jesus To explain the importance of Jesus for Christians	**Symbols for Jesus: what do they mean?** • Start by asking the pupils to symbolise themselves: "If I was an animal, a car, a colour, an item of clothing, a kind of food, a place anywhere on earth, I'd be… because…" Discuss what this means and whether it is easy or hard. Sharing the results in a quiz is good fun. ('Who is like a Rolls Royce? Who is like a silk robe? Who is like a roast lunch?'). Note the difference between simile and metaphor here. • Working with symbolic objects: Give each group an object or picture that represents one of the 'I am' sayings of Jesus. He said: I am the Light, the Bread of Life, the Door, the Good Shepherd, the Way, Truth, Life, the Resurrection, the True Vine. Possible objects / pictures: a candle, loaf of bread; toy doorway, picture of: a shepherd or sheep, a signpost or map, a door, a vine branch or some grapes, an empty grave or an image of an angel. • Pupils are to discuss the following questions: What is this object? What does it / he / she do? Why might it / he / she be important? Feedback ideas, and talk about the symbols and the language. Jesus – how is he like each of these? **Jesus and the seven symbols he chose for himself.** • Give each group a copy of the 'I am saying' that relates to their object. What do they think Jesus was trying to say about himself? Feedback ideas. Don't get all pupils to look at all seven – choose two or three as appropriate. **Understanding symbolic language:** • Pupils are to explain the meaning of the 'I am' sayings using words and pictures, and create some symbolic 'I am…'s for themselves. • Pupils could be given an outline of a person either blank inside or divided into 7 sections. Pupils are to create an image, draw a picture for one or all of the 'I am…' sayings inside this outline and explain what it means. **Notes**: The 'I am' sayings can be found in John 6:35; 9:5; 10:7: 10:14; 11:25; 14:6; 15;5. There is a useful version of these sayings in the Lion Children's Bible Links to literacy and the use of metaphorical language.	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** **Exceeding:** • **Make connections between the story of Jesus and the wider 'big story' of the Bible reflecting on why this inspires Christians (A1).** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day?		

Pupils will learn to Identify some events from Holy Week;
 	
Re-tell one of the stories about Holy Week
 	
Describe what happened to Jesus in the last week of his life;
 	
State their understanding of 'Good Friday' and 'Easter Sunday / Resurrection Day' Understand what
 	
Apply ideas from the Gospel stories to the Easter celebrations of today.
 	
To think about the idea of hope after death, salvation and resurrection and how it explains Easter.
	• **Learning about Holy Week:** the last week of Jesus' life is remembered by Christians in the 7 days before Easter. Key events include the triumphant entry of Jesus into Jerusalem on Palm Sunday, the driving out of the moneychangers from the temple, the last supper, betrayal, arrest and trial of Jesus, the crucifixion. The Resurrection. Consider the idea that 'Good Friday' was good because it showed Jesus' love and forgiveness, even though he died.
	• **Working with the story.** Use a video version, or a well-told text, which matches the learning needs of your class. Stories take root in the imagination if they are presented several times in different ways, so choose some of these:
	  ○ show a video,
	  ○ read a story book version together,
	  ○ look at the bible text together,
	  ○ ask twenty questions about the events in a quiz styled from the TV,
	  ○ give pupils a sequencing activity,
	  ○ ask groups to make 'freeze frames' of six key moments in the story, and take their photos,
	  ○ work with the story in a way of your own.
	• **Task: make a 'feelings graph'** for Peter through the story. Plot 8 points on it, label it (should the axes be called happy and sad, or elated and devastated? Let pupils choose, and explain theirs to others in the group. Can they do a similar 'feelings graph' for Jesus, from Thursday to Sunday evening?
	• **Task: write the Resurrection story** from the perspective of another key character, such as the mother of Jesus, Pontius Pilate, a guard at the tomb, one of the Pharisees, Thomas the disciple or Cleopas, the traveller to Emmaus.
	• **Talk about** why most Christians across the world believe that Jesus really did rise from the dead. It ties in with the 'big story' idea that humans are fallen and sinful, and that they need a saviour – and Jesus is the saviour. Surveys show that not all Christians in the UK are committed to the idea of the resurrection; again, they suggest it might be a spiritual message for followers, rather than a literal resurrection. Jesus inspires his followers to overcome sin and injustice in the world.
	Notes: This story is, of course, central to the Christian vision of life, expressing big ideas such as: death is not the end, love triumphs over evil, forgiveness is stronger than hatred. As you work in this lesson, these ideas can be focused by looking again and again at the questions: why 'Good' Friday? What makes Easter Sunday a resurrection day?
		These activities will help pupils to work towards achieving the following expected outcomes:
		
		Emerging:
		• **Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).**
		
		Expected:
		• **Describe how Christians celebrate Holy Week and Easter Sunday (A1).**
		• **Identify the most important parts of Easter for Christians and say why they are important (B1).**
		
		Exceeding:
		• **Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).**

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<table>
<tr><th>LESSON OBJECTIVES</th><th>Teaching and learning ideas and activities</th><th>LEARNING OUTCOMES</th></tr>
<tr><td colspan="3">Is Jesus still important today? Why? Who to? How does it show?</td></tr>
<tr>
<td>Pupils will learn to:

Think about why Jesus is important to Christians today

Connect the stories of Jesus and the way a Christian visitor describes their life

Identify the impact that believing in Jesus will have on a Christian's life;

Ask important questions about belief in Jesus, e.g. what different beliefs about Jesus are held? Why?</td>
<td>Who is inspired by Jesus today
• Enable pupils to find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.
• Create a class list of all the people they look up to. What do pupils admire / like about these people? How would someone else be able to tell that this person is important to you? Pupils could bring a picture of this person and this could form part of a class display.
• Invite a Christian, a minister/vicar or a lay person, to talk to the class about why Jesus is important to them and the difference believing in Jesus makes to their life. If possible, you could also invite in a Muslim to talk about the importance of Jesus in their faith. Muslims see Jesus as a Prophet of Gog. Pupils to ask questions to the visitor. If possible record this visit.
• Pupils are to write an introduction to the recording of their visitor explaining who the person is and why Jesus is so important to them
• Ask pupils in pairs to rank these 9 ideas about the impact of Jesus: how do they see the difference he has made? Jesus' most important impacts after 2016 years are…: Rank these in a 'diamond nine'.
<table>
<tr><td>He has over 2 billion followers, called Christians</td><td>He is known all over the world for his kindness, forgiveness and love.</td><td>Every Sunday, in hundreds of thousands of churches, people remember his life and love with bread and wine.</td></tr>
<tr><td>Everyone in schools in Britain learns about Jesus and his teaching and life.</td><td>Some people have been inspired by Jesus to give their lives for the poor</td><td>The whole world has festivals for his birth (Christmas) + his death (Easter)</td></tr>
<tr><td>Because Jesus came back from death, Christians believe they will live on in heaven</td><td>Jesus forgave even the people who crucified him. He's an example of how to love others.</td><td>Christians believe Jesus is God come to earth as a human (Incarnation)</td></tr>
</table>
Notes: Links to Literacy –it will be helpful to get the pupils to prepare questions before the visit. They need to think about the kinds of information they really need to get evidence for the key question: 'Why is Jesus inspiring to some people? Pupils may like to think about writing a letter to the visitor explaining about the visit and/or a thank you letter after the visit</td>
<td>These activities will help pupils to work towards achieving the following expected outcomes:

Emerging:
• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

Expected:
• Describe how Christians celebrate Holy Week and Easter Sunday (A1).
• Identify the most important parts of Easter for Christians and say why they are important (B1).

Exceeding:
• Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</td>
</tr>
</table>

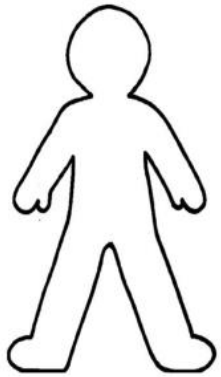
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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others?		
Pupils will learn to: Describe their designs for a work of creative art that expresses reasons why Jesus is inspiring. Apply and express their understanding and ideas about Jesus as an inspiration to Christians and to others.	**Stained glass windows: creative ideas** • Pupils are to imagine that they have been asked by a local Church to design a new stained-glass window, which celebrates the life and teachings of Jesus or the festival of Easter. Their design needs to be eye catching, inspiring and informative and show the importance of Jesus for Christians today. It should use a saying or verse from one of the Gospels as a title. • As you give pupils a choice of Bible text, you might use these examples: - 'I am the Light of the World' - 'I am the Good Shepherd.' - 'This bread is my body. This wine is my blood.' - Father, Forgive them, they don't know what they are doing.' - The tomb was empty. The stone was rolled away. The angel said: 'He is Risen' • Pupils are to write an explanation of why their design is a good one (less than 100 words). This task enables links to the art and design curriculum. Work with Perspex, cut foil or translucent tissue paper is appropriate, and it is exciting and rewarding for pupils to use their art skills as well as their conceptual thinking about Christianity in this way. This example of the 'stained glass task' task shows 'Jesus the Healer'. 	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).** **Expected:** • **Identify the most important parts of Easter for Christians and say why they are important (B1).** **Exceeding:** • **Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Does being inspired by Jesus make a person stronger?		
Pupils will learn to: Describe what Saint Paul called 'the Fruit of the Spirit' Consider questions such as: how can inspiration make people more determined to be good? Connect the 'fruit of the spirit' with the example of Jesus, life, death and teaching Think about reasons why some people say that following Jesus helps them to be strong.	**Inspiration to live a good life?** **"Fruit of the Spirit"** • Use a diagram-maker from Smart Art or similar to show what we mean by 'inspiring'. Here's an example. • Focus again on the idea of 'inspiration' with pupils: what does it mean? Explain that in this unit of RE we have learned about 6 different reasons people find Jesus inspiring today. ▪ Ask the pupils to remember all this work, and be ready to think hard as they get to the end of the unit. Remind them that in two of the lessons they have learned about a verse from the Bible: 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control.' [Galatians 5:22]  ▪ Ask: do our heroes show these qualities? Can anyone be a hero if they live like this? Ask: did Jesus show these values and qualities in any of the stories we have learned? • Teach the pupils that Christians don't believe they are perfect. In fact, most Christians admit their wrongs and say sorry to God every time they remember Jesus with bread and wine. Instead of saying they are full of love, joy, peace and so on, Christians ask God to help them follow Jesus' example. Many Christians say this is the main way they can try to live with love, gentleness or kindness. What do pupils think? • Consider together what 'fruits' might be growing in our lives. Ask pupils: what kind of good person do you want to be? What do you want to do less, and what do you want to do more? What will help you to be strong in doing these things? • Make a display of virtues or values – you could use another diagram like the one above, or do something more creative with fruit shapes on card. Ask pupils two questions about the virtues they identify: What makes you want to be like this? What can inspire you to do so? **Notes**: This work is likely to connect in some ways to schools' exploration of 'British Values.'	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Suggest some ideas about good ways to treat others, arising from their learning (C3).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** • **Identify what is important for Christians (B1).** **Exceeding:** • **Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2)**

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LESSON OBJECTIVES	Teaching and learning ideas and activities	LEARNING OUTCOMES
Who is inspiring for me? Who is inspiring for other children in my class?		
Pupils will learn to: Use the idea of 'being inspiring' as a way of thinking about the people who love us and who we copy or follow. Express their own ideas about sources of inspiration in their own lives. Retell a story of someone who has inspired them Describe what makes their inspiring person special, relating their understanding to Christian belief about Jesus.	**Inspiring family? Do we copy the people who inspire us?** • Talk with pupils about the way their parents or carers show that they love them. This sensitive area needs careful handling, as all good classroom talk does. Give every child the chance to say what they are thankful for at home, in a small group. Don't forget grandparents and the wider family. You might collect lots of ideas from the pairs or trios in conversation. • Ask pupils to imagine themselves in 20 years' time. Perhaps they will be a mum, or a dad. What kind of mum or dad would they like to be? In what ways would they like to copy their own mums and dads? Copying someone else is a way of showing that we have been inspired. What other ways are there? Spending time? Giving gifts? Being thankful?  **Inspiring heroes? Do we want to be like our inspiring heroes?** • Ask them to imagine that they could be like someone else, who they have seen on TV, in the movies, doing sport, or in some other area. Be open to the children from religious families who may have inspiring religious leaders to talk about. Who would they like to be like? Why? Ask pupils if they would like to be like Moses, or like Jesus and in what ways? • Ask the pupils to fill in an outline of a human shape on thin card. Write 'Inspiring' up the left arm, and then get them to choose other words and pictures to show what inspires them about a person of their choice. **Extending the work** • Talk about these figures in circle time. Create a mobile of these outlines for classroom display. Ask adults in school to do one as well: there could be an assembly on people who inspire us. Research an inspiring person for homework what are their values that pupils admire? • Think some more about Christians, and people from other religious traditions, and the ways they are inspired by their religious and spiritual leaders. Tell more stories in assembly if you can, and get the pupils to join in the story telling..	**These activities will help pupils to work towards achieving the following expected outcomes:** **Emerging:** • **Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).** • **Suggest some ideas about good ways to treat others, arising from their learning (C3).** **Expected:** • **Make connections between some of Jesus' teachings and the way Christians live today (A1).** **Exceeding:** • **Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).**

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