

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Autumn Term 1a Christian Concept: Good News Theme: Jesus Bringer of Good News

Year Group	Enquiry Questions	Essential Knowledge
F5	What is good news? What good news stories do we find in the Bible? (PPT)	New Testament Jesus' Teaching: Parable of the Good Samaritan Luke 10:25-37
Y1	What good news stories did Jesus tell?	New Testament Jesus' Teaching: Parable of the Two House Builders Matthew 7:24-37
Y2	How does the Bible show Jesus living his life as good news? How do you know when you feel better inside or outside?	New Testament Miracle: Healing of the ten lepers Luke 17:11-19 Miracle: Healing of Jairus' daughter Mark 5:21-23; 35-43
Y3	How do stories of Jesus encourage his disciples to live as good news?	New Testament Jesus' Teaching: Parable of The Pharisee & Tax Collector Luke 18:9-14 Miracle: Calming of the storm Luke 8:22-25
Y4	How do the gospels encourage Christians to live as good news in the world today?	New Testament Miracle: The centurion's servant Luke 7:1-10 Miracle: Feeding of the 5,000 Mark 6:30-44; Matt 14:13-21; Luke 9:10-17; John 6:1-14
Y5	How do Christians believe that God speaks good news to people through the life of Jesus?	New Testament Miracle: Healing of the paralysed man Mark 2:1-12 Jesus' Teaching: The Sermon on the Mount (Beatitudes): Matthew 5:3-12
Y6	Why is Jesus, 'Light of the World', good news for Christians?	New Testament Jesus' Teaching: 'I am the light of the World' John 8:12
	How do the signs in John's gospel help to explain Jesus as good news?	New Testament Jesus' Teaching: 'I am' sayings in John's gospel John 6:35; 10:14; 14:6; 15:1; 11:25

EYFS UNIT Autumn 1a: Good News Concepts: good news; gospel			Medium Term Plan FS	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>What is good news?</p> <p>What good news stories do we find in the Bible?</p>	<p>The children will learn:</p> <p>Good news is an event that makes people feel happy, pleased and thankful</p> <p>The Bible is a book containing lots of stories.</p> <p>One Bible story that contains good news.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can say something about my own good news. I can retell part of the 'Parable of the Good Samaritan'.</p> <p><i>Expected</i></p> <p><i>(All children)</i></p> <p>I can say what good news is and give two examples. I can retell the 'Parable of the Good Samaritan'.</p> <p><i>Exceeding</i></p> <p><i>(Few children)</i></p> <p>I can recognise why something is good news. I can recognise the good news within the 'Parable of the Good Samaritan'.</p>	<p>Lesson 1</p> <p>Collect and make a class newspaper of events at home and at school which are important to the children. In class celebrate the children's good news. Collect and tell modern stories with happy endings and finish with the phrase: 'that was good news for....' eg as in the three little pigs' story: 'that was good news for the pigs because they could all live happily ever after because the wolf was gone'. Introduce the very special story book for Christians which is called the Bible. Explain why the Bible is special.</p> <p>Lesson 2</p> <p>Introduce the story: 'The Parable of the good Samaritan' Luke 10:25-37. Ask: What was good news in the story? Repeat the phrase: 'It was good news for the man in the story who was hurt because the Samaritan helped him'. Look more closely at story. Explain: Let us think more about the Samaritan story. Ask: How do the characters feel / Samaritan feel? Make a paper sash for each child. Set up a pathway which tells the story using props eg a piece of fabric; a roll of paper; stepping stones Using a set of picture image cards retell the story. Ask each child to travel the path wearing a sash and to collect 'faces' to stick on the sash visiting and stopping at each point of story: 1) setting off 2) person beaten up 3) first person 4) second person 5) Samaritan. Stop at each image and ask the children: How do you feel? Assessment: At the end of story ask each child in pairs to retell the story using faces.</p>	<p>good news</p> <p>good Samaritan</p> <p>Resources</p> <p>modern good news stories</p> <p>paper sash</p> <p>fabric</p> <p>large faces</p>

KEY STAGE 1 UNIT Autumn 1a: Good News Concepts: good news; gospel			Medium Term Plan Year 1	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
What good news stories did Jesus tell?	<p>The children will learn:</p> <p>Some good news stories</p> <p>Why good news is important to Christians.</p> <p>To share their own good news stories</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can talk about a story Jesus told.</p> <p>I can speak about some ideas in a story Jesus told.</p> <p>Expected <i>(All children)</i></p> <p>I can describe details from a story Jesus told.</p> <p>I can talk about what is important to me and relate it to a parable Jesus told.</p> <p>I can identify good news in a parable and say why it is important to Christians.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can describe how a parable story is important to Christians.</p> <p>I can suggest some questions about a parable that people might ask and compare them with my own answers.</p>	<p>Lesson 1</p> <p>Ask: What is news? Flash up simple headlines from the newspapers to sort into good & bad news. Link to children's own experiences of good news eg sharing photos, stories, souvenirs. Ask: Can you think of any good news stories you have heard before? Discuss stories they as a class might have heard before including Bible stories. Children work in groups to produce collages of their own good news.</p> <p>Lesson 2</p> <p>Ask: What can you remember about what you have learnt so far about Jesus? Empty chair or teacher in role of Jesus. If Jesus was sitting here now what do you think he would like to say to us that was good news? How do you know? Create newspaper headlines about what you think Jesus might say that was good news.</p> <p>Lesson 3</p> <p>Ask: Can you think of any good news stories you might have heard from the Bible (eg Christmas). Introduce parables as a way that Jesus shared his teaching. Tell the story of the 'Parable of the Two House Builders' Matthew 7:24-27. Chester Diocesan 'Parables' book could be used as a resource.</p> <p>Lesson 4</p> <p>Further familiarise the class with the story as needed. Ask: How did this story Jesus told teach people to live as Christians? Link to school Christian values. Paint ideas of things on stones Jesus might have been asking people to think about. Build up a 'house' of stones built on Christian values.</p> <p>Assessment</p> <p>Role play in pairs a good news story they know from the Bible. The rest of the class identify which parts are good news each role play is shown.</p>	<p>good news</p> <p>parable</p> <p>Resources</p> <p>newspaper headlines</p> <p>collage materials</p> <p>'Where to start with a Bible Story: Parables'</p> <p>Chester Diocese 2011, Page 16-17.</p>

KEY STAGE 1 UNIT		Autumn 1a: Good News	Concepts: good news of the gospel, faith	Medium Term Plan Year 2
KEY QUESTION(S)	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How does the Bible show Jesus living his life as good news to people?</p> <p>How do you know when you feel better inside or outside?</p>	<p>The children will learn:</p> <p>That Jesus healed people in the stories of Jairus' daughter and the ten lepers.</p> <p>There are different ways to make people feel better, i.e. physically and mentally (inside and outside).</p>	<p>By the end of this unit:</p> <p>Emerging (Some children) I can talk about a story where Jesus healed.</p> <p>I can speak about ideas people have about Jesus.</p> <p>Expected (All children) I can describe a story in detail about Jesus. I can talk about what is important to me and relate it to the healing stories of Jesus. I can suggest how the healing stories might be important to Christians.</p> <p>Exceeding (Few children) I can describe how the healing stories are important to Christians.</p> <p>I can suggest some questions about the healing stories that people ask and compare them</p>	<p>Lesson 1 Recall previous work completed on Jesus' life. Ask: How do you know when you feel better?</p> <p>Teacher Led Enquiry: (NB: sensitivity will be needed according to the childrens' personal circumstances).</p> <p>Group discussion. Ask: How do you make someone feel better when they are ill?</p> <p>In groups the children look at selection of get well cards and decide which one would make a) a friend b) a parent c) a grandparent feel better if they were unwell.</p> <p>Discussion around different kinds of cards and illness. Ask: What else helps someone feel better? eg a hug.</p> <p>Make cards using one media eg glue and tissue paper to send to a hospital/someone they know to make them feel better.</p> <p>Lesson 2-3 Where do you go to be made better? eg doctor/hospital (NB possible link a visit/a doctor or nurse visiting school with other work).</p> <p>Ask: What makes you feel better when you are ill/sad (better on the inside/better on the</p>	<p>good news</p> <p>healing: inside and outside</p> <p>Jesus</p> <p>Resources</p> <p>get well cards for children and adults</p> <p>tissue paper, glue, paintbrushes</p> <p>class 'Get Well' card: very large card, glue, craft materials eg cellophane, feathers.</p> <p>Good News Bible stories text or another suitable version of Jairus' daughter Mark 5:21-23; 35-43 and Ten lepers Luke 17:11-19.</p>

		with my own ideas.	<p>outside)? Why?</p> <p>Introduce two miracle stories of Jesus through DVD clips of the Miracle Maker or YouTube clips of Bible stories: Jairus' daughter; Ten lepers.</p> <p>Ask: How did Jesus make each person in the story feel better a) inside b) outside?</p> <p>In pairs ask the children to decide on three questions you would like to ask one person in the story. Hot seat the characters.</p> <p>Ask: How do Christians think Jesus makes them feel better today? (Class discussion about: prayer; possibly sin (feeling bad when doing something wrong); forgiveness (knowing someone is loved).</p> <p>Lesson 5</p> <p>The class design a very large 'Get Well' card together for a Christian. Use craft resources to make it three dimensional. The card includes the wish for a person to feel better on the inside and the outside. Children discuss and agree what needs to be included eg characters from the healing stories/bible quotations/pictures and words to 'cheer people up'.</p> <p>Ask: Do you think it is more important to feel better on the inside or the outside?</p>	suitable video clips of the stories.
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			<p>Assessment</p> <p>The headteacher/clergy visit the classroom to ask why certain pictures/words have been included on the card. Class teacher assesses responses.</p> <p>Teacher leads class discussion on: What is the 'good news' about Jesus for Christians? (ie He makes you feel better inside and outside).</p>	
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KEY STAGE 2 UNIT		Autumn 1a: Good News		Concepts underpinning study: good news of the gospel		Medium Term Plan Year 3	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities			Key Vocabulary	
How do stories of Jesus encourage his disciples to live as good news?	The children will learn:	By the end of this unit:	Lesson 1			tax collector	
	The story of the Parable of the Pharisee and the Tax Collector' & the story of the 'Calming of the Storm'.	Emerging <i>(Some children)</i>	Parable of the Pharisee & Tax Collector Luke 18:9-14 Retell the story from the Bible using ideas from the Diocesan Book 'Where to start with a Bible story: Parables Page 28-29 connecting with children's experience at school and telling the story using puppets. Hot seat the teacher in role as the tax collector or Pharisee but introduce the character first by getting the children to ask questions so they can guess which character from the story the teacher is pretending to be.			parable	
	What Christians can learn from each story.	Expected <i>(All children)</i>	Lesson 2 Encourage the children to become familiar with the story through role play. Write prayers anonymously: one the Pharisee might say and one the tax collector might say. Ask the children to read prayers for others to guess which character might say the prayers. Ask: Who might God choose to visit if God chose to visit one of the characters? Why would God choose that character? Debate. Ask: What might Jesus be trying to say to people about prayer in this story? Why did he tell the story? How can this story encourage Christians today to pray? Discuss as a class.			Resources	
	How each Bible story might be good news in the world today: eg 1: to understand the attitude of humility is better than arrogance in prayer. eg 2: To know Christians believe Jesus can 'quieten' people.	Exceeding <i>(Few children)</i>	Lesson 3/4 Calming of the Storm Mark 4:35-41 Tell the story interactively with sounds and responses; eg wind waves. Alternatively tell the story as a guided visualisation. Split class into 6 groups. Give each group a large copy of the text. Use Bono's Thinking Hats as a way into reflecting on this bible story. Give each group one question each: White hat: What information do we have? Facts; details; questions.			Chester Diocesan Book 'Where to start with a Bible story: Parables'. Good News Bible	

			<p>What else would you like to know?</p> <p>Yellow hat: What are the good things you can get from this story? What is interesting? Benefits, advantages</p> <p>Red hat: How do you feel about this story? What was surprising? Interesting?</p> <p>Green hat: What questions does the story raise in our minds? What other possibilities are there?</p> <p>Black hat: Are there any problems with the story? Puzzling parts?</p> <p>Blue hat: Where do you go from here? What can Christians learn about the story?</p> <p>Give the groups large sheets of paper. Ask each group to look at the story using one of these hats by raising appropriate questions and recording suggested answers to the questions they raise. Afterwards ask each group to add questions of their own about the story. Give all the groups time to read and visit the other group's questions and ideas. Ask each group to add ideas to the other groups.</p> <p>Finally collectively pool ideas on a questions wall with suggested answers and ideas generated by each group. Think, Pair, Share: What does Jesus want Christians to learn from the story? How is the story good news for Christians today? Record ideas in writing and/or pictures.</p> <p>Assessment</p> <p>Choose one of the stories and draw a picture or diagram which explains how Jesus is good news to Christians today.</p>	
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KEY STAGE 2 UNIT Autumn 1a: Good News Concepts underpinning study: good news of the gospel			Medium Term Plan Year 4	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How do the gospels encourage Christians to live as good news in the world today?</p>	<p>The children will learn:</p> <p>The story of the 'Centurion's Servant' & the 'Feeding of the 5,000'.</p> <p>About what Christians might learn from each story:</p> <p>'The Centurion's Servant': Jesus encourages Christians to have faith in God even when they can't see what may happen.</p> <p>'Feeding of the 5,000': Jesus encourages Christians to offer all their resources to God to show his love to the world.</p>	<p>By the end of this unit:</p> <p><i>Emerging (Some children)</i></p> <p>I can suggest some good news ideas found in the two stories.</p> <p><i>Expected (All children)</i></p> <p>I can describe in detail two examples where the gospels encourage Christians to live as good news to day.</p> <p><i>Exceeding (Few children)</i></p> <p>I can compare and contrast the good news in the two stories studied with other Bible stories and Christian practice.</p>	<p>Lesson 1-2</p> <p>The Healing of the Centurion's Servant</p> <p>Tell the story from the Good News Bible Luke 7:1-10. Show the video of the story using: https://www.youtube.com/watch?v=fXv-AEBss2M</p> <p>Role play in pairs the conversation between Jesus and the centurion. Explain to the class the attitude of the Jews in Jesus' day towards the Gentile Romans as the occupying force. It would not have been right for Jesus to enter the Roman's house as it would mean to other Jews he was unclean.</p> <p>Design an emotions graph for the centurion at each point of the story including an imaginary scene when he returned home and found his servant well. Give groups of 4 the text written on card at the end of the story from verse 9:</p> <p>'Jesus was surprised when he heard this; he turned around and said to the crowd following him, "I tell you, I have never found faith like this, not even in Israel!" Luke 7:9</p> <p>Ask the groups to read the verse and suggest why Jesus was praising the centurion. Draw out that Jesus was surprised that a non Jew had such faith. Ask: How does this story encourage Christians to live as good news in the world today? What can they learn from the story? (Background Information: Jesus is saying this man's faith should be copied. The humble Roman centurion has trust and confidence in the authority of God and awareness of his plan. The Jewish nation, and all others, can learn from this outsider. Jesus commends the centurion's exemplary faith).</p> <p>Tell the modern story of Joey's present from http://childschapel.org/biblestories/text/centurion.txt</p> <p>Ask: How is the story similar to the healing of the centurion's servant. Ask small groups to produce a written play of a modern version of a</p>	<p>faith</p> <p>centurion</p> <p>holy communion</p> <p>miracle</p> <p>Resources</p> <p>Good News Bible</p> <p>copies of the text which can be found on www.biblegateway.com</p> <p>The Centurion's Servant Luke 7:1-10</p> <p>The Feeding of the 5,000 Mark 6:30-44; Matt 14:13-21; Luke 9:10-17; John 6:1-14.</p> <p>Chester Diocesan resource: 'Seeing the Story' (2014).</p>

fictitious event where Christians today exercise the same kind of faith as the centurion. Perform the play scripts to the class. Identify the way each Christian in the scripted plays is exercising faith.

Lesson 3/4
The Feeding of the 5,000.

Mark 6:30-44; Matt 14:13-21; Luke 9:10-17; John 6:1-14.

Introduce the idea of sharing by asking: Have you ever had something that was shared out for you? eg birthday cake; sweets.

Lead a discussion on the word miracle. Ask: What is a miracle?

(A miracle is something that makes you wonder. Introduce there are 2 types, 1) healing and 2) one connected to nature).

Tell the story using a guided visualisation technique or stilling story approach. Ask children to close their eyes and enjoy a journey to a special place 2000 years ago. Focus on the class attending the picnic and experiencing all the sights and sounds. An example of the story told from John's point of view can be found in Chester Diocesan book 'Seeing the Story' Pg. 11. Compare and contrast the similarities and differences in the texts from at least 2 gospels. Read out this poem written by a group of Year 5-6 children about the story as though they had been there:

My body is starting to feel tired. My stomach is asking for food.

I start to feel weak. Getting weary.

My mouth feels dry. I worry.

My energy is being drained .My body feels heavy.

My eyes are drawn together. Dehydration.
Everything is unclear. My stomach feels hollow inside.
Starvation steps in. Help me Master!
Grasping. Clawing. Grabbing. Searching.
My weary body crumbles to the ground.
I'm starting to feel helpless.
Longing for food. Shattered. Sleepy, Lifeless.

Ask: How did Jesus satisfy the hunger of the crowd? Was this a miracle? What could be the meaning of this miracle? How can Christians show others what Jesus was teaching in this story? Why did Jesus say to the disciples: "Feed them yourselves"? How was this story good news? Think, Pair, Share. Use 'Round Robin' technique to gather more ideas.
Ask: What is Jesus encouraging Christians to do today from this story? (Example answers: God will use these ordinary things to create extraordinary things. Christians believe their resources are never too little to offer God).

Lesson 4
Examine more closely the words from the story; 'took bread; gave thanks; broke it and gave it to the people'. Ask: What happened next? All the people were fed and satisfied and there was more than enough with 12 baskets of food left over. Ask: Can you connect the words Jesus spoke in this story with any words he said at the Last Supper? The teacher makes connections with the words spoken here and the words spoken at the Last Supper. Explore how the two stories are similar and how they are different. Create freeze frames of

			<p>the words and actions of Jesus on each occasion. Explain that Jesus at the Last Supper was encouraging his disciples to remember and celebrate his life and death; what he did in the past; their present relationship with him and a promise of what he will do for them in the future.</p> <p>Ask the children in small groups to create 2 body sculptures together. One that shows the four phrases: 'took bread; gave thanks; broke it and gave it to the people' followed by a body sculpture showing Christians being good news to the world. During feedback use thought bubbles to ask the characters what they are thinking. Photographs could be taken and annotated by the class afterwards</p> <p>Revisit the question: How does the story of Feeding of the 5,000 encourage Christians to live as good news in the world today? (Additional ideas: a reminder of the need to celebrate communion; to remember all Jesus did for them; by celebrating; by sharing God's love; by serving others).</p> <p>Assessment Write a detailed description using examples from these two stories and other Biblical stories to show how Christians live as good news in the world today. Provide writing frames where needed.</p>	
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KEY STAGE 2 UNIT	Autumn 1a: Good News		Concept: good news of the gospel	Medium Term Plan Year 5
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>How do Christians believe God speaks good news to people through the life of Jesus?</p>	<p>The children will learn:</p> <p>The story of the 'Healing of the Paralysed man'.</p> <p>About the Beatitudes from the 'Sermon on the Mount'.</p> <p>How this story and text are good news to Christians today.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can describe in detail two examples where the gospels encourage Christians to live as good news today.</p> <p><i>Expected</i></p> <p><i>All children</i></p> <p>I can compare and contrast the good news in two stories studied with other Bible stories or teachings.</p> <p><i>Exceeding</i></p> <p><i>(Few children)</i></p> <p>I can explain how Christians might believe these two Bible stories raise important life questions.</p>	<p>Lesson 1</p> <p>Read and explore the story of the paralysed man, Mark 2:1-12. Children act out story and work together to overcome obstacles. Explore the idea that anyone can come close to Jesus. Use freeze frame to pause at different points during drama. Stop and ask questions at different points using wondering Godly Play type questions, eg I wonder what the paralysed man felt when he thought he couldn't get to see Jesus. I wonder how his friends felt when they were stood outside the house. Children then work together to answer questions. Ask: What is good news in the story? (For the man, the friends, the Pharisees).</p> <p>Lesson 2-3</p> <p>Explore Matthew 5:2-12: Jesus' teaching from the 'Sermon on the Mount (Beatitudes). <i>(Background:</i> The Sermon on the Mount is a summary of how a Christian should live. Jesus was speaking to an audience in 1st Century Galilee. Some of the circumstances and practices that his audience took part in have changed but the way people treated one another, their attitudes and behaviours can still be seen in the way people live today).</p> <p>Read and explore the text in groups. Ask: I wonder what each phrase means? Think, Pair, Share.</p> <p>Ask: I wonder what the people listening remembered most.</p>	<p>Beatitudes</p> <p>paralysed</p> <p>Pharisee</p> <p>Resources</p> <p>'Where to start with a Bible Story Parables' Chester Diocese 2011</p> <p>Good News Bible: copies of the story of feeding of 5,000 from different gospels</p> <p>Mark 6:30-44; Matt 14:13-21; Luke 9:10-17; John 6:1-14.</p>

			<p>In mixed ability groups, give children the quotations from Matthew 5:2-12, one or two per group. Ask each group to discuss what each statement might mean.</p> <p>Groups make suggestions or dramatise the different situations that might have led Christians to believing this is a good piece of advice from Jesus.</p> <p>Write brief group scenarios and take photographs of the drama.</p> <p>Ask the children what questions the text might raise in people minds in today's world. Record ideas.</p> <p>Lesson 4</p> <p>Assessment</p> <p>Ask the children to draw two pictures:</p> <ol style="list-style-type: none">1) one that illustrates a Beatitude and explains its meaning2) one that shows how the Beatitude might be relevant today. <p>Each picture should focus on answering the main enquiry question. Show pictures to each other when finished. Refer back to the main enquiry question. Record the different possible answers to the question.</p>	
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KEY STAGE 2 UNIT Autumn 1a: Good News Concepts: good news of the gospel			Medium Term Plan Year 6	
KEY QUESTION(S)	Learning	Learning Outcomes	Activities	Key Vocabulary
<p>Why is Jesus 'Light of the World' good news for Christians?</p>	<p>The children will learn:</p> <p>Why Jesus 'Light of the World' is important to Christians.</p> <p>About the other 'I am sayings' in John's gospel that describe Jesus.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can explain what Jesus meant when he said he was the 'Light of the World' (John 8:12).</p> <p>I can explain why Jesus 'Light of the World' is good news to Christians today.</p> <p>Expected <i>(All children)</i></p> <p>I can compare and contrast the teaching of Jesus as 'Light of the World' with at least two other 'I am' sayings of Jesus John's gospel.</p> <p>I can suggest how Christians explain them as good news.</p> <p>Exceeding <i>(Few children)</i></p>	<p>Lesson 1</p> <p>Play metaphor games to reintroduce the idea of a metaphor eg If I was a car I would be.... If I was fruit I would be.... Play music connected to 'light' eg 'Morning Mood' by Grieg. Display a set of objects on each class group's table: eg torches of varying kinds; candles; or pictures of the sun; lamps; light bulb; fire.</p> <p>Ask: What do all items have in common? Think, Pair, Share. Feedback. (Draw out they all have the idea of light in common).</p> <p>Allow the class to think of other ideas connected to light eg stars, the moon, electric lights, lighthouses, headlights, streetlights, fireworks, oil lamps, gas lamps. Explore all the properties of light the class can think of eg acts as guide; as an attraction, as a focal point, shines and lights up darkness. Link with science. Ask the class to sort out what kinds of light form are used for different purposes. Identify light forms people would use in the dark, eg inside the home, outside in the street, when driving, underground, in a cave, in a dark wood, or at sea. Discuss when, where, why and how these light forms may be used. Example answers might include: in a power cut; at night or in fog; when frightened in the dark; when you can't see where they were going or you cannot find something.</p> <p>Explore how the light makes people feel eg safe, secure.</p> <p>Ask the class to think of any Bible quotations or stories they have heard where light plays an important part. Compile a list, eg Creation, Moses in the burning bush; the visit of the magi, transfiguration, Jesus' baptism, resurrection.</p> <p>Display Jesus said 'I am the light of the world' John 8:12. Think, Pair, Share. Discuss what this might mean. Explain this was a metaphor Jesus was using to describe himself. Display all ideas on a working wall.</p> <p>Lesson 2-3</p>	<p>Light of the World</p> <p>Bread of Life</p> <p>Way, Truth & Life</p> <p>Resurrection and the Life</p> <p>True Vine</p> <p>Good Shepherd</p> <p>Resources</p> <p>sets of objects connected to light or pictures instead.</p> <p>Diocesan PowerPoint 'The Bible as good news' Year 6, (Chester Diocesan Website).</p> <p>Good News Bible</p> <p>list of example Bible stories/ quotations about 'light': creation,</p>
<p>How do the signs in John's gospel help to explain Jesus as good news?</p>	<p>How these signs are good news for Christians today.</p>			

		<p>I can explain the meaning of the signs studied and explain how Christians believe these signs give Christians hope today.</p> <p>I can reference other aspects of Jesus' life as evidence.</p>	<p>Repeat previous lesson metaphor game but this time use the phrase Mum/dad/friends would say I ambecause....</p> <p>Display Holman Hunt's 'Jesus Light of the world' painting found on the Diocesan PowerPoint. Identify as a class all the 'light' elements in the picture (avoid talking about the door). Provide each group with a copy of the painting. Discuss what the artist might be trying to say about Jesus.</p> <p>Round Robin: all groups visit each other's ideas and add to them using post its. Link back ideas to the properties of light from previous lesson. Add any ideas about 'Jesus light of the world' to the working wall.</p> <p>Look at any other pictures of Jesus as light found at Google images. Discuss and add to any ideas that might explain Jesus as light of the world. Display the 2nd half of the verse John 8: 12 Jesus then said: 'Whoever follows me will have the light of life and never walk in darkness'. John 8:12b. Discuss what this might mean firstly in pairs then in groups. Look at other Bible versions and see if that helps explain further eg the Message version. Play the YouTube clip and reflective music about Jesus being the light of the world for the children to reflect on together.</p> <p>https://vimeo.com/92080460. Summarise together what Jesus the light of the world might mean to Christians. Ask: Why is it good news for Christians to see Jesus as the light of the world? (example answers: he brings hope, light in dark situations, he overcomes evil, he makes a way to God and he brings heaven to earth).</p> <p>Ask each group to create a picture design and explain the picture must:</p> <ol style="list-style-type: none"> 1) Explain what Jesus may have been saying about himself, (using the symbolic ideas of light). 2) Show why this might be good news for Christians today. <p>Lesson 4</p> <p>Ask pupils in pairs to take it in turns to ask 'Who are you?'. Each time the partner must give a different answer (I am....). Then get each pupil to think of a metaphor to sum up their personalities giving reasons for their choice (eg I am a thunderstorm because.....).</p> <p>Ask: What else might Jesus have said about himself in the Bible that is</p>	<p>Moses in the burning bush; magi, transfiguration, Jesus' baptism, light of the world; Good Friday, Resurrection, Pentecost. Matthew 5:14; Psalm 27:1 Psalm 119:105.</p> <p>Teachers notes on the painting can be found at: https://www.stpauls.co.uk/documents/Education/Light%20of%20the%20world%20booklet.pdf</p> <p>http://www.keble.ox.ac.uk/about/chapel/chapel-history-and-treasures</p> <p>Teacher's Background</p>
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good news for Christians? Discuss. Give groups a picture of a shepherd and sheep. Explain he also said about himself:

'I am the good shepherd who lays down his life for the sheep' John 10:14.

Explore what a shepherd did then, eg looking after sheep all day and all night; he knows the sheep well; takes the sheep to new pastures to eat; protects the sheep from wolves. Ask: How might Jesus be a good shepherd to Christians today? Think, Pair, Share. Feedback. Answers might include: he cares for people; he knows them well; he was courageous and cared for them so much he died for them. Recall and link the parable of the lost sheep Luke 15:1-7 to the idea of Jesus the good shepherd.

Display the verse **'I am the true vine' John 15:1. 'You are the branches'**

John 15:5 Ask: What is a vine? Show a picture of a vine or bring one in.

Explain that Jesus used a metaphor picture of a vine because there were many growing in Israel. Examine the two parts; a trunk and branches.

Discuss what kind of nourishment the vine gives to the branches.

The trunk supports the many branches growing from it which then have grapes growing on them. Make body sculptures to show the links.

Ask: What did Jesus mean when he said he was the true vine? Draw out Jesus is using the metaphor of the vine about himself which gives the necessary nourishment from the centre supporting the branches (us).

Explain the newly grown grapes represent the way the branches reach out to the world. Discuss what kind of nourishment Jesus might give to people eg comfort; hope, faith; love, strength. Ask: What does Jesus want Christians as the branches to do? Ask the class to complete the following sentences:

Jesus said he was the vine to show.....I think he meant.....He wanted Christians to.....

Jesus said he was the good shepherd to show.....I think he meant.....

Lesson 5-6

Display various samples of different kinds of bread. Ask: What makes bread so satisfying to eat? Discuss. Display the phrase **Jesus said: 'I am the bread of life he who comes to me shall not hunger' John 6:35.** Ask: What was Jesus trying to say? What kind of food is he talking about? Think, Pair,

Information

Christians believe that Jesus reflected perfectly the light of God: 'He reflects the glory of God and bears the very stamp of this nature' (Hebrews 1:3, RSV). He was the approachable light of God for all people, enabling them to come close to God, who is the 'Father of all lights' (James 1:17). Christians believe that Jesus is the light that enters into the darkness of Good Friday and emerges triumphant on Easter morning, enabling his followers to become the children of light.

			<p>Share. Then use the Round Robin technique to post-it ideas on each other's initial ideas. Draw out he gives people spiritual food which strengthens people's spirit on the inside.</p> <p>Give each group in the class copies of this verse; Jesus said: 'I am the way, the truth and the life' John 14:6.</p> <p>Focus on the idea of truth and Jesus being truth by looking at what makes something true or false. Provide a set of statements some true, some false and identify which are which. Ask: What makes something true? How might Jesus be 'truth'? Explain that Jesus said these words at the Last Supper just before he was betrayed and died. Why might he have said this to his disciples? eg Jesus was the true way to God and his death would make a way for people to find God, following him means people are going in the right direction for their lives.</p> <p>Make links to the Easter story and what happened on Good Friday and Easter Sunday.</p> <p>Display the verse 'I am the resurrection and the life' John 11:25. Explain this verse is often used in funeral services Ask: What did Jesus mean when he said this? eg his resurrection gives people hope for a new life in heaven after they die.</p> <p>Assessment</p> <p>Ask the class to choose two or three of the sayings looked at over the past few lessons and draw a picture/collage which shows who Jesus was and why he is good news to Christians today.</p>	
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