



Kindness

Positivity

Respect

| <u>RE MEDIUM TERM PLANNING</u> | | |
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| Year Group: 6 | TERM: Autumn 2 | Theme: U2.3 Why do Christians believe Jesus was the Messiah? |
| SACRE: | | |
| <p>Context: (why is this unit being taught?)</p> <p>In this unit, pupils will learn about the concept of ‘incarnation’ and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus’ birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.</p> | <p>Concepts:</p> <p>Why do Christians believe that Jesus was the Messiah? INCARNATION Christianity</p> <p>In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of ‘incarnation’. They will study key texts that recount the story of Jesus’ birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.</p> <p>Units 2, 8 and 20 explored understanding of Christian beliefs about Incarnation Units 40 and 41 develop understanding of Christian concepts in line with the ‘Big Story’ of the Bible.</p> | <p>Vocabulary:</p> <ul style="list-style-type: none"> • Theological • Prophecy • Gospel • Prophet • Isaiah • Messiah • Incarnation • Saviour • Immanuel • Micah |

| <p>Prior Knowledge: (What specifically have pupils learned that is relevant to this unit that they are building upon?)</p> <p>Year 3: L2.3 What is the Trinity and why is it important to Christians?</p> <p>Year 4: L2.4 What kind of world did Jesus want?</p> | <p>Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)</p> <p>Year 6: U2.5 What do Christians believe Jesus did to save people?</p> <p>U2.6 For Christians, what kind of king is Jesus?</p> | | |
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| <p>End points /by the end of this unit pupils will... (NB Crucial/sticky knowledge is highlighted):</p> <p>To know that Messiah means saviour</p> <p>To understand why Christians believe humanity needed a saviour</p> <p>To know some of the qualities Christians expected of the saviour.</p> <p>To know that Christians believe that Jesus demonstrated the qualities of a Messiah</p> <p>To know that Christians look for evidence that Jesus was the saviour in religious texts</p> <p>To know that Christians believe Christmas is evidence that Jesus was the Messiah</p> | | | |
| Learning Objective | Teaching Input/ Activities | Key Questions | Resources |
| <p>1</p> <p>To know that Messiah means saviour and ‘anointed one.’</p> <p>To understand why Christians believe humanity needed a saviour</p> | <p>Enquiry: What was going on that meant the People of God needed a saviour?</p> <p>STEP 1: Introduce pupils to the big question for the unit and the key vocabulary. Explain that Messiah means the ‘anointed one’ and refers to a rescuer or saviour sent by God. STEP 2: Talk about what we mean by the word ‘saviour’, and what kind of saviour might be needed in different circumstances. Briefly talk as a class about what sort of person would be needed to help in different situations:</p> <ul style="list-style-type: none"> • If your school wants to take Y5/Y6 away for a residential • If you are being bullied • If a mum can’t find a job and is increasingly worried about feeding her children • If the boss of a large company won’t promote employees who are from different faiths | <p>What kind of rescuer or saviour (‘Messiah’ – ‘anointed one’) might people be looking for?</p> | <p>PowerPoint lesson 1</p> |

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| | <p>Discuss the sorts of qualities a person might need to solve each situation – who might help out or ‘save’ the situation?</p> <p>STEP 3: Revisit the ‘big story’ of the Bible, showing the narrative from creation, the Fall and the people of God. Ask them to recall the account of the Fall (Genesis 3) and say what they remember about Adam and Eve’s actions and the consequences. Recall that where Genesis 1 and 2 show closeness between God and people, people and each other, and people and the natural world, Genesis 3 gives an account of a rupture, (the ‘Fall’), where sin and disobedience cause a division between people and God, between people and each other, and between people and the environment. Humans can’t sort this out themselves, most Christians believe, and so need a rescuer. The Old Testament story suggests that people will have a special relationship with God to draw everyone back to closeness with the Creator, healing the damage done by people’s disobedience.</p> <p>Remind pupils about the people of God: Noah, Abraham, Joseph, Moses etc. Explain that each of them trusted in God and did good things but that they also messed up (give some examples). At the end of the Old Testament – in the order given in the Christian Bible, but not the Jewish Tanakh – it looks like the People of God have been abandoned by God. Prophets like Micah and Isaiah have promised a rescuer, but by the time of Jesus, their land has been occupied by foreign invaders for five centuries. The last invaders were the Romans. By now, the people of God are longing for God to send this promised rescuer! Some despair and some have hope.</p> | | |
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| | <p>STEP 4: Ask pupils to think about what kind of rescuer or saviour ('Messiah' – 'anointed one') people might be looking for. In groups ask them to list the qualities of someone who might free the people of God from occupation, bring them into a close relationship with God again, and draw all other people back to God too.</p> <p>STEP 5: Recall the opening activity – about the need to have a saviour who can address the needs of the situation. Talk about pupils' ideas from Step 4: will these rescuers manage to bring people back to God? Will they help to repair the problem caused by the Fall?</p> | | |
| <p>2</p> <p>To know some of the qualities Christians expected of the saviour.</p> <p>To know that Christians believe that Jesus demonstrated the qualities of a Messiah.</p> | <p>Enquiry: What kind of rescuer/Messiah were people expecting?</p> <p>STEP 1: Recap last lesson, using the sticky knowledge quiz if required. Include a reminder of the key parts of the 'big story' of the Bible. STEP 2: Discuss with pupils: why did God's people need a rescuer? (There is an historical answer: the people's land was under foreign invaders, and a theological one: people were separated from God by sin and disobedience.) Explain to pupils that before Jesus was born, the Old Testament prophets (messengers from God) made many predictions about what the Messiah would be like, where he would be born and what would happen to him. STEP 3: Ask pupils to become investigators to find out what kind of Messiah</p> | <p>Why did God's people need a rescuer?</p> <p>Why would the first Christians have recognised Jesus as the Messiah?</p> | <p>PowerPoint Lesson 2</p> <p>Resource sheet 1</p> <p>Wanted poster template</p> |

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| | <p>people were expecting. Use the Bible verses from two of these prophets, Micah and Isaiah, on Resource sheet 1. Read the prophecies through with pupils, unpicking unfamiliar vocabulary. Ask them to highlight and annotate the text throughout the class discussion. Ask pupils to list some of the expectations. Don't show the lower part of the sheet until they have come up with a list, then compare using the seven expectations listed.</p> <p>STEP 4: Ask pupils to create a wanted poster or radio advert based on these expectations. Ensure there is a link to each of the Messianic expectations e.g. Wears a crown, holding a family tree with King David marked on it, birth certificate with place of birth Bethlehem etc.</p> <p>STEP 5: Ask pupils to suggest why the first Christians would have recognised Jesus as the Messiah. Create a class list of how Jesus' birth and life (linking back to previous units) could point to him being the Messiah. Give the pupils the title 'Could it be Jesus?' Ask them to give persuasive reasons explaining why a Christian might believe the prophecies point towards Jesus being the Messiah.</p> | | |
| <p>3</p> <p>To know that Christians believe that Jesus demonstrated the qualities of a Messiah.</p> <p>To know that Christians look for evidence that Jesus was the saviour in religious texts.</p> | <p>Enquiry: Why do Christians believe Jesus fulfils the expectations of the Messiah?</p> <p>STEP 1: Recap last lesson. Using the sticky knowledge quiz if needed to recall some of the vocab, texts and expectations of the Messiah. STEP 2: Talk about the expectations of the Messiah, written in the books of the Prophets. The early Jewish followers of Jesus began to connect Jesus with the expectations of the Messiah. Pupils are going to continue their investigation into why Christians see Jesus as the promised Messiah. STEP 3: Explain that pupils are going to read an account of Jesus' birth from Matthew's Gospel. Give</p> | <p>Where in the text do events match the expectations set out by Micah and Isaiah?</p> | <p>PowerPoint lesson 3</p> <p>Resource sheet 2</p> |

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| | <p>pupils Resource 2. Get pupil investigators to look for and highlight some of the evidence in the texts that led the early Jesus followers to believe that Jesus fulfilled some of the expectations of the Messiah. Read through the text as a class and encourage pupils to highlight and annotate any unfamiliar vocabulary or phrasing. Ask pupils to work in pairs to identify where in the text events match the expectations set out by Micah and Isaiah. Ask them to label the expectation and highlight where Matthew suggests it is fulfilled. Note that most Jewish people at the time did not believe Jesus was the Messiah – and Jewish people today still do not think he was. There is not evidence for all of the expectations in the text. STEP 4: Set up a hot seat activity, imagining that some early witnesses, Mary and Joseph, have been made available for interviews. Before the hot seating, set the context, in that this is taking the mainstream Christian view that the Gospel accounts do describe historical events, even though not all Christians agree. Ask pupils to come up with four questions that they would like to ask Mary and Joseph about the events on the night Jesus was born and the prophecies/ expectations. Ask pupils to leave space after they have written their questions in their books so that they can write down what Mary and Joseph say. Hold a hot seating activity where pupils ask their questions and record responses.</p> | | |
| <p>4</p> <p>To know that Christians look for evidence that Jesus was the saviour in religious texts</p> | <p>Enquiry: Why do most Christians believe Jesus is the Messiah?</p> <p>STEP 1: Recap the last few lessons, using the sticky knowledge quiz. Focus on why the people were waiting for a Messiah, what the prophets had said about the expectations of the hoped-for Messiah, the events of the night of Jesus'</p> | <p>Why were people waiting for a Messiah?</p> <p>What does incarnation mean?</p> | <p>PowerPoint lesson 4</p> <p>Newspaper report template</p> |

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| <p>To know that Christians believe Christmas is evidence that Jesus was the Messiah</p> | <p>birth and also the quotes that they gained from Mary and Joseph in last lesson. STEP 2: Note that Christians began to claim that Jesus was not just any rescuer – but that Jesus was God incarnate – God ‘in the flesh’. The claim is that there is no one better to be able to heal the rift between God and humanity than God incarnate, Jesus. Recall/learn that key term: incarnation. STEP 3: Explain that this week, they are going to be putting all of these elements together to share their knowledge in a newspaper report. Explain that pupils will be pretending to be news reporters in Bethlehem the night of Jesus’ birth reporting on whether this new baby really was the Messiah, or even God’s Son, God incarnate. Discuss what they will need to include and how they can show their understanding of the texts that they have studied, connecting to the expectations of the Messiah they included in their ‘wanted!’ posters. Give pupils time to write their newspaper reports. STEP 4: At the end of the lesson, bring the class back together and reflect on how this unit explores the idea of Jesus as the Messiah, saviour, rescuer of the people of God, and for Christians – of all people. Christmas is the celebration of this – note that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. Ask pupils to suggest ways in which Christmas does reflect this belief.</p> | <p>How does Christmas reflect the belief that Jesus was the Messiah?</p> | |
| <p>5</p> <p>To know that Christians believe Christmas is evidence that Jesus was the Messiah</p> | <p>Enquiry: How does Christmas fit in with Christian beliefs about Jesus? STEP 1: Recap what they have studied so far in this unit. STEP 2: Explain that in this lesson pupils will think about what Christmas means for Christians today. Give pupils a piece of A5 paper, ask them to draw a large but simple Christmas shape (stocking, snowman, Christmas tree etc) ask them to quickly write down as many words as they can</p> | <p>What does Christmas mean to you?</p> <p>What does Christmas mean to Christians?</p> | <p>PowerPoint lesson 5</p> <p>Videos of Christmas adverts (secular and religious).</p> |

think of to do with Christmas. When they have finished, ask pupils to count up the number of words linked with religion and those that are secular. Talk about which group has the most words in it and why they think this is the case. Discuss whether they think Christmas today is more of a religious or non-religious celebration? **STEP 3:** Use some sociological data. Speculate about how many people celebrate Christmas in this country – choose from 100%, 90%, 75%, 50% or 25%. Talk about why. Reveal the results: 2016 Survey of 2022 adults showed that 91% of the population celebrate Christmas. Ask pupils what they expect most people do at Christmas by ranking the following suggestions from most to least:

- Exchange gifts
- Get together with family
- Get together with friends
- Go to church
- Go to parties
- Pray
- Put up a Christmas tree
- Reflect on the birth of Jesus.

Share the results and talk about pupils' responses.

STEP 4: Show pupils a shop Christmas advert <https://youtu.be/AzIT3pbbZr8> to see if pupils can see any evidence of the idea of Jesus as Messiah or rescuer in the video. Talk about why they think this is.

STEP 5: Contrast this with a Christian advert <https://youtu.be/1zw2tEOQKS0> and talk about the difference between the two adverts. Discuss ways in which the second one connects with a Christian message. Discuss with pupils about whether they think Christmas is really a Christian

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| | <p>celebration or a secular, non-religious one. Ask if they think it should be only for Christians or for all people and why. Ask pupils to do their own advertising campaign, expressing the Christian meaning of Christmas, including the idea of Messiah and incarnation.</p> | | |
| <p>6</p> <p>Assessment of sticky knowledge: To understand why Christians believe humanity needed a saviour</p> <p>To know that Christians believe that Jesus demonstrated the qualities of a Messiah.</p> | <p>Enquiry: Why do Christians believe that Jesus was the Messiah?</p> <p>STEP 1: Recap last week's lesson with pupils. Discuss together whether they think that Christmas has become more of a non-religious than a religious celebration, and whether that matters. If it matters, to whom does it matter and why? (Clearly a majority of those celebrating Christmas are not doing it as part of a Christian celebration of the incarnation. Some might say that the spirit of generosity, hospitality and gift-giving is also the spirit of Christmas, even if it does not directly acknowledge Jesus as God.)</p> <p>STEP 2: If you have time, explore how Christians might celebrate Christmas in ways that reflect the belief in a saviour bringing peace with God and good news for all people, e.g. helping at homeless shelters https://charity-gifts.christianaid.org.uk/, or Urban Outreach's 'Christmas Dinner on Jesus' programme www.youtube.com/watch?v=ItpWf4k3LG8</p> <p>STEP 3: Use the sticky knowledge quiz to work back through pupil's learning within the topic. Once they have finished, pupils to complete the assessment sheet.</p> | <p>Do you think that Christmas has become more of a non-religious than a religious celebration, and does that matter?</p> | <p>. PowerPoint lesson 6</p> <p>Assessment sheet</p> |