

Diocese of Salford Y5-6

Age related expectations and outcomes in use in classroom RE: great ways to lift the standards , enrich the knowledge and aim ambitiously for the outcomes

Driver Words:

9- 11

Understand- correctly perceive the meaning of beliefs, practices, sources and actions and the links between them.

Verbs - infer, make sense of, interpret, deduce, show understanding of, have knowledge of, be conscious of, show meaning.

| From the standards | What does it mean in action? |
|--|---|
| Show K&U of a range of scripture passages that corresponds to the scripture source used. | <ul style="list-style-type: none"> What is the meaning of the passage? What does it teach us? What can we learn from the older brother in the parable of the Prodigal Son? What would it have been like for (Jesus/ disciples/ women/ Mosses etc) at this time? |
| Show K&U of a range of beliefs. | <ul style="list-style-type: none"> What do Catholics believe about the sacrament of reconciliation? What is the meaning of? Why do Catholics believeis important? Catholics believe What does this mean? |
| Show K&U of the life and work of key figures in the history of the People of God. | <ul style="list-style-type: none"> What did Mother Teresa do in her life that was important for the poor? Why did do/say / go.....? What challenges did..... face? How did this affect their work? |
| Show K&U of what it means to belong to a church community. | <ul style="list-style-type: none"> What is the importance of as part of the church community? What would happen if we didn't have (priests/catechists/ a Pope) ? |
| Show K&U of religious symbols and the steps involved in religious actions and worship, incl the celebration of the Sacraments. | <ul style="list-style-type: none"> What happens in the Sacrament of? What order does it happen in? What does it mean? Why is it important to Catholics? What place does the word of God have in other liturgies, other than mass? Why do Catholics say the Rosary? How does it express belief? |
| Show K&U of those actions of believers which arise as a consequence of their beliefs. | <ul style="list-style-type: none"> Why do you think (risked their life/ gave up everything / dedicated their life to)? |

BQ: How did saint peter learn that god has no favourites

- A) Peter might have been alarmed by Cornelius, the Roman soldier because... when Peter heard that a Roman centurion wanted to follow the exact person his leaders tried to crucify, also no other person who was not Jewish had ever tried to become a christian, but Peter followed the bible and was one of Jesus' disciples he did help Cornelius to follow the Gospel of Jesus which teaches everyone to ^{treat} their neighbors equally no matter what race or religion. Also I think Peter's vision of the sheet full of forbidden goods also was a sign that God wanted these new races to be able to follow God. During the dream Peter calls the good dirty and foreign, and when he meets the messenger that Cornelius sends he realises what the dream means. He needs to welcome these new and foreign 'goods' such as Cornelius. Peter also found out something that day, "God does not have favourites," which means God loves everyone equally no one is loved an inch more, God will forgive our sins always and we should forgive all the people we know too, and we should love everyone equally. Again this links back to how Peter helped the Roman Soldier, but also I think he ~~also~~ meant that every one is the same on the inside so every one should be treated equally. We may not look the same on the outside but that does not matter and we may have done stuff in our past but it is the present now so we should forgive. Be like Peter and think about the future not the time behind us. This story can teach us God's idea of equality and how he does not

Putting yourself in the picture

An intriguing
learning
strategy for
thinking about
stories of Jesus.



This strategy works very well with any narrative painting that tells a story of people. There are lots of good examples in 'Picturing Jesus'. The strategy is suitable for pupils from about age 6 to about 15 – though adults like it too. It enables the use of multi-sensory imagination and spiritual speculation through paired conversation. You can use it without reference to the text, which makes it more speculative, or after reading Biblical story – this makes it more interpretive.

4 steps for pairs:

1. Put yourself in the picture. Get each learner to draw a simple picture of themselves on a small post it note, and decide: if you could go into the picture, where would you put yourself? Stick the post it there.
2. Your partner is going to ask you some questions. Reply from 'in the picture' using your imagination. Questions can include:
 - a. What exactly can you see?
 - b. What can you touch?
 - c. What can you hear, smell, feel?
 - d. Who is nearest to you?
 - e. What are they thinking?
 - f. What would you say to them?
 - g. How would they reply?
 - h. What will happen in the next five minutes?
 - i. What are your own feelings?
 - j. What will you do next?
3. Swap over, and use another picture for your partner to be 'in the picture'.
4. Write your diaries for that evening.

Similar and different: fill in the grid with comparisons

This is unique because...

These 2 share...



These 2 share...

All three share...



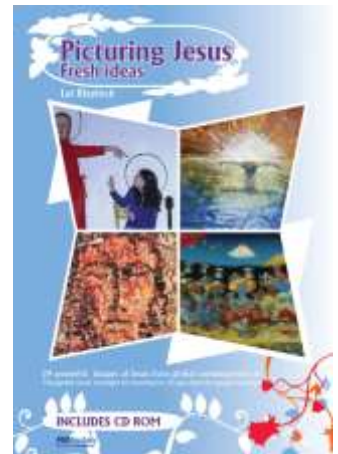
These 2 share...



This is unique because...

This is unique because...

Visualising concepts: beginning theology with the life of Jesus. In learning from Christianity; talking about Jesus is also talking about Christian beliefs about God.



You're an art buyer. You have been asked to select a work of art for a Church near you to buy. Take the theme on the card, with a partner, and select one of the works for the church. Write them a short note – less than 80 words – to say why the picture you choose expresses the theme you've linked it. Tell them why they should buy this one.

Give each pair of pupils a key concept from the Christian tradition on a card. If you use these 9 concepts, then give two sets out for pairs to work on. Some are simpler than others ~ set out here in three stripes. A writing frame to follow up the idea and apply the concepts will help some pupils be clear about their ideas.

| | | |
|---|---|---|
| <p>Incarnation</p> <p>Christians believe Jesus was an ordinary human person, but at the same time he was God on earth.</p> | <p>Selfless love</p> <p>Jesus was a person who didn't think of himself, but gave freely and generously to others. This was most obvious in his last days.</p> | <p>Kindness</p> <p>For Christians Jesus is someone who was kind to people others didn't bother about. He showed kindness to outcasts. They try to do the same.</p> |
| <p>Trinity</p> <p>Christians believe that Jesus is God, and that his Father is God, and that the Holy Spirit is God. This 'three in one' belief about God is called 'the Holy Trinity'</p> | <p>Inspiration</p> <p>Some people can inspire other people. They get people excited and motivated. People want to be with them and follow them. Jesus did this.</p> | <p>Forgiveness</p> <p>Jesus taught people to forgive, even an enemy. And he showed them how, when he did it himself, from his cross.</p> |
| <p>Salvation</p> <p>Christians believe that Jesus wasn't just an ordinary person. He was sent by God to save the world from our own bad choices and from evil.</p> | <p>Hope</p> <p>Christians believe that even though the world is in a mess, Jesus brings hope – things can be redeemed and can get better. Jesus proved the possibility of hope in many ways.</p> | <p>Strength</p> <p>Christians think that Jesus was strong because he was in touch with God. He used his strength to help others, not for selfish reasons.</p> |

Interpreting a work of art: a dozen judgements

- Work with a partner on this activity.
- Use your judgements about a work of art and those of your partner to help both of you understand the picture more deeply.
- Begin on your own. Look carefully at the work of art, and put your initials on the line to describe where your interpretation of the work of art lies.
- Then join up with your partner, and note all their initials onto your sheet as well.
- Then discuss the similarities and differences in what you have recorded.
- Finally, complete the three prompts in the boxes below. Tackle the 'Casting Jesus' task.

I think this picture is...

| | | | | | | | |
|------------------------------|----------|----------|----------|----------|----------|----------|---------------------------------|
| Calm | 1 | 2 | 3 | 4 | 5 | 6 | Energetic |
| Simple | 1 | 2 | 3 | 4 | 5 | 6 | Complex |
| Ancient | 1 | 2 | 3 | 4 | 5 | 6 | Modern |
| Detailed | 1 | 2 | 3 | 4 | 5 | 6 | Sketchy |
| Easy | 1 | 2 | 3 | 4 | 5 | 6 | Difficult |
| Accurate to the Bible | 1 | 2 | 3 | 4 | 5 | 6 | Far from the Bible story |
| Clear | 1 | 2 | 3 | 4 | 5 | 6 | Mysterious |
| Not very moving | 1 | 2 | 3 | 4 | 5 | 6 | Spiritually powerful |
| Imaginative | 1 | 2 | 3 | 4 | 5 | 6 | Literal |
| Peaceful | 1 | 2 | 3 | 4 | 5 | 6 | Disturbing |
| Rational | 1 | 2 | 3 | 4 | 5 | 6 | Emotional |
| ??? | 1 | 2 | 3 | 4 | 5 | 6 | ??? |

Assessment task: **Casting Jesus**

Ask pupils to think of all they have learned about Jesus. Give them the role of 'casting director' to say who should be cast as an actor to play Jesus in a new movie of his life. This task uses visual culture, pupils' interests and literacy skills to seek clear interpretations of Jesus' significance.

Pupils make decisions about how to portray Jesus based on their understanding, as nothing is known of his physical appearance. The task gives plenty of natural connection between contemporary culture and ancient wisdom.

| | | |
|---|---|---|
| My partner's interpretation of this picture is... | What I noticed through doing this activity was... | Some art is spiritually powerful. For me... |
| | | |

Eight sentences for a happy world: the Beatitudes of Jesus

| | |
|---|---|
| <p>Background knowledge for teachers</p> <p>Many religions encourage the pursuit of justice, peace, pure heartedness and mercy. In Christian scripture Jesus begins his life as a Rabbi with the 'Sermon on the Mount'. At the very beginning of his work, he teaches his followers 'Eight Sentences to Change the World'. These sentences proclaim eight blessings on people who seek to live their lives in particular ways. It is fair to say that they are widely recognised as a piece of spiritual genius. The Beatitudes are not simple, and in this chapter of the book we have not plumbed their depths. See the work as a simple introduction to some 'deep stuff.'</p> <p>This work uses some simple versions of the Beatitudes, and sets four learning activities to build understanding and application: children will use their growing knowledge to communicate ideas through considering what makes us happy, through cartoons, through an example of a Christian charitable project in Ethiopia of the ways Christians co-operate globally and locally and through applying the Beatitudes for themselves.</p> <p>These approaches intend to build up understanding and insight by revisiting some profound key concepts in different ways.</p> | <p>Assessment for learning</p> <p>Pupils who can say 'yes' to these kinds of outcome statements will be working towards, at, or beyond the expected levels for 11 year olds.</p> <div data-bbox="849 387 1428 763"> <p>Working towards the expected outcomes for 11 year olds:</p> <p>Pupils working at level 3 will be able to:</p> <ul style="list-style-type: none"> Describe simply what Jesus taught his followers in the Beatitudes; Make links between 'ancient wisdom' and modern life, talking thoughtfully about what makes us happy; Give a simple reaction to one or more of Jesus' sayings, asking their own good questions about what makes us happy. </div> <div data-bbox="849 763 1428 1173"> <p>Working at the expected outcomes for 11 year olds:</p> <p>Pupils working at level 4 will be able to:</p> <ul style="list-style-type: none"> Use words like 'blessing'. 'beatitudes', justice and mercy to show they understand some meanings of Jesus' teaching Show their understanding of Jesus' ideas about blessings and happiness, in a cartoon, discussion or piece of writing Apply ideas from the Beatitudes to a story of Christian action in the contemporary world (from SUNARMA in Ethiopia). </div> <div data-bbox="849 1173 1428 1585"> <p>Working beyond the expected outcomes for 11 year olds:</p> <p>Pupils working at level 5 will be able to:</p> <ul style="list-style-type: none"> Explain what some of the Beatitudes mean, giving examples Explain why these '8 Sentences' are important for Christian people, giving reasons for their own ideas Express their own ideas and views about 'the way to happiness' in the light of the learning from religion they have been doing. </div> |
| <p>Core knowledge for pupils</p> <p>RE expects some rigorous outcomes from this kind of work. Pupils will learn to use some key words such as Blessed, Bible, Gospel, Beatitudes, justice, mercy. Applying these concepts for themselves, they may be able to explain how and why Christians try to put the teaching of Jesus into action.</p> <p>RE always encourages thoughtful and imaginative engagement with faith. Here, pupils will learn to:</p> <ul style="list-style-type: none"> Respond thoughtfully to a range of sources of wisdom and the beliefs and teachings that arise from them in Christianity; Explore and describe some Christian beliefs and sources of wisdom so that they can understand how and why Christians try to follow Jesus. | <div data-bbox="849 1592 1082 1928"> <p>Curriculum links</p> <p>English: This work connects to literacy and the English curriculum, providing ideas for reasoned speaking, listening and debating.</p> <p>Geography: studying the story from Ethiopia meets learning objectives for geography, enabling pupils to describe and understand key aspects of human geography, including the distribution of natural resources.</p> <p>PSHE and Wellbeing: pupils will consider happiness and the ways in which people seek happiness.</p> <p>Thinking skills: activities like '32 Sentence Knockout' enable pupils to rank, sort and analyse different ideas.</p> </div> <div data-bbox="1093 1592 1428 1928"> <p>Web support</p> <p>There is a PowerPoint sequence and a PDF of the 32 Sentence Knockout to use with this article available to REToday and NATRE members on our website.</p> </div> |

Four activities to explore happiness and the teaching of Jesus

1. 32 Sentence Knockout

This thinking skills idea uses dialogue to help a class refine their ideas by making agreed choices. They work on a 'sentence knockout', deciding which sentence wins as a description of what makes you happy. The 'knockout' activity, works like a sports draw: each of the sentences is 'drawn against' one other, and pupils decide by discussion which one is most likely to make us happy. That one goes through to the next round. By the time you get to the quarter finals, semis and final, the sentences left will probably include some which make major contributions to happiness. There are a set of 32 on page 27 (and in a PDF for RE Today members on the website). A great way to run the activity is to put the sentences in two sections of 16 at each end of a wall (see the diagram on the next page), and have the pupils discuss in half class groups which one 'wins' each heat. They can vote after several people have said what they think. Then there will be a 'final' between the two half classes. Another way to do this is to lay the sentences out on the floor in the middle of a 'circle time' discussion.

2. Making sense of Jesus' '8 sentences to change the world'

Remind the class of their '32 Sentence Knockout'. What did they think makes people happy, most of all? Ask pupils to take some cards and felt tipped pens and write onto them the phrase 'You are happy if...' Complete the sentences in original, detailed and deep ways, and share the results. Pupils can do two or three each if they like, but 'deep' matters more than 'quick' here. Ask pupils if they would like to see Jesus' answer to this activity. Tell them it is hard to understand in some ways, so we have a 'main version' and a simple version.

Give groups of 3 or 4 the Bible text of Matthew 5:1-10 in the centre of a sheet of paper and ask the groups to annotate it around the edges with questions about the meaning and ideas of what Jesus said. Then swap papers. Ask the new groups to read the simplified version, and see if they can suggest answers to the questions the first group have raised.

In whole class discussion, consider any parts of the text where the meaning is not clear together.

3. Happiness Cartoons

Give pairs of pupils a copy of page 29, and show the pictures in colour on the whiteboard if you can (presentation at www.retoday.org.uk for members). Ask pupils to take one of Jesus' eight sayings and make a cartoon or a drawing as good as these three to show what it means. They should use talking partners to consider three good things about each cartoon, and agree which one they like best. Then ask pupils to work on their own, choosing one of Jesus' eight beatitudes, to make a cartoon or drawing that shows its true meaning. Arrange a classroom display of the work. Invite a Christian person, perhaps a minister or priest from your local church, to come and see the work, and ask them for comments about the meaning of the 8 sayings.

4. The work of the MRDF 'All We Can' charity: Honey, money and being blessed.

Pupils learning about Jesus' '8 sentences for happiness' needs to enable them to apply ideas for themselves. In the next lesson, use page 30: give pupils the page in 3s or 4s, cut up into 6 cards, and ask them to work out the right order for the story. Read it aloud together as a class, and talk about the story: how many people are in the story? What does each one do? How are they connected? Each of the 6 boxes in the story has a question at the end. Can pupils, in small groups, create answers to these 6 questions? These quotes may help:

"In a way, Danny's gift made peace for Kindu."

"Blessed are the merciful – it tells you that if you give to charity, showing mercy, you will be

"Kindu lends out his Queen Bee. Maybe that shows that he has a pure heart."

"The whole point of SUNARMA is longing for justice."

32 Sentence Knockout: You are happy if...

| | | | |
|---|---|---|--|
| You are happy if you are loved | You are happy if you have a friend | You are happy if school is over | You are happy if you have no worries |
| You are happy if there is peace in your country | You are happy if your family is together | You are happy if there is chocolate in your hand | You are happy if you have plenty of money |
| You are happy if you are helping someone else | You are happy if you have love in your life | You are happy if you are safe | You are happy if nothing scares you |
| You are happy if you get the joke | You are happy if you can forget tomorrow and yesterday | You are happy if you feel God near you | You are happy if you don't expect much |
| You are happy if the sun shines on you | You are happy if you don't let the rain get to you | You are happy if you are together with your mates | You are happy if you are together with your family |
| You are happy if you feel thankful, and say it! | You are happy if your pet loves you | You are happy if you make peace in your life | You are happy if you have a new games console and phone |
| You are happy if you know your mum loves you | You are happy if you are dancing to your favourite song | You are happy if you forget your troubles | You are happy if you take time to notice the beauty of the earth |
| You are happy if your pray | You are happy if you win | You are happy if you are loved by God | You are happy if you can be alone, but never lonely |

Jesus' way to happiness: the Bible text from Matthew 5 and a simplified version

| Jesus' eight sentences for a happier life: | A simplified version |
|--|--|
| Blessed are the poor in spirit, for theirs is the kingdom of heaven. | You are happy if you rely on God, not yourself |
| Blessed are those who mourn, for they will be comforted. | God's kingdom belongs to you You are happy if you wish things were better |
| Blessed are the meek, for they will inherit the earth. | You will be comforted. |
| Blessed are those who hunger and thirst for righteousness, | You are happy if you think you are low down |
| for they will be filled. | God will give you all the Earth |
| Blessed are the merciful, for they will be shown mercy. | You are happy if you long for justice. One day you will be satisfied |
| Blessed are the pure in heart, for they will see God. | You are happy if you are full of mercy Others will then show mercy to you |
| Blessed are the peacemakers, for they will be called children of God. | You are happy if your heart is pure You will see God |
| Blessed are those who are persecuted because of righteousness, | You are happy if you make peace You will be known as a child of God |
| for theirs is the kingdom of heaven. | You are happy if you are picked on for doing good God's kingdom belongs to you. |

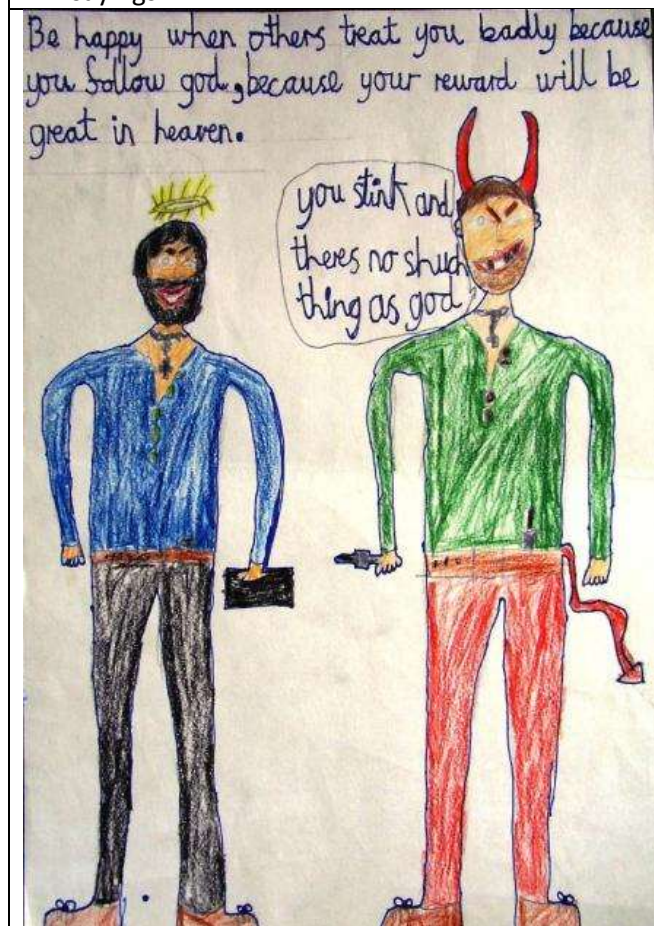
32 Team Single Elimination



Happiness Cartoons:

Show in a drawing what you think Jesus might have meant by his beatitudes

- You have been thinking about our roads to happiness, and you have done some work on what Jesus taught his followers in the Bible. Here are three cartoons by pupils aged 9 and 10, in which they take one of Jesus' sayings in a simple version and try to show in their cartoons what it means.
- Talk with your partner about these three.
- Notice three good things about each cartoon, and agree – if you can – which one you like best.
- Then work on your own.
- Choose one of Jesus' eight beatitudes and make a cartoon or drawing of your own that shows its true meaning.
- Arrange a classroom display of the work.
- Invite a Christian person, perhaps from your local church, to come and see the work, and ask them for comments about the meaning of the 8 sayings.



The Eight Sentences in action:

Can you see how Jesus' teaching makes sense of this story from Ethiopia?

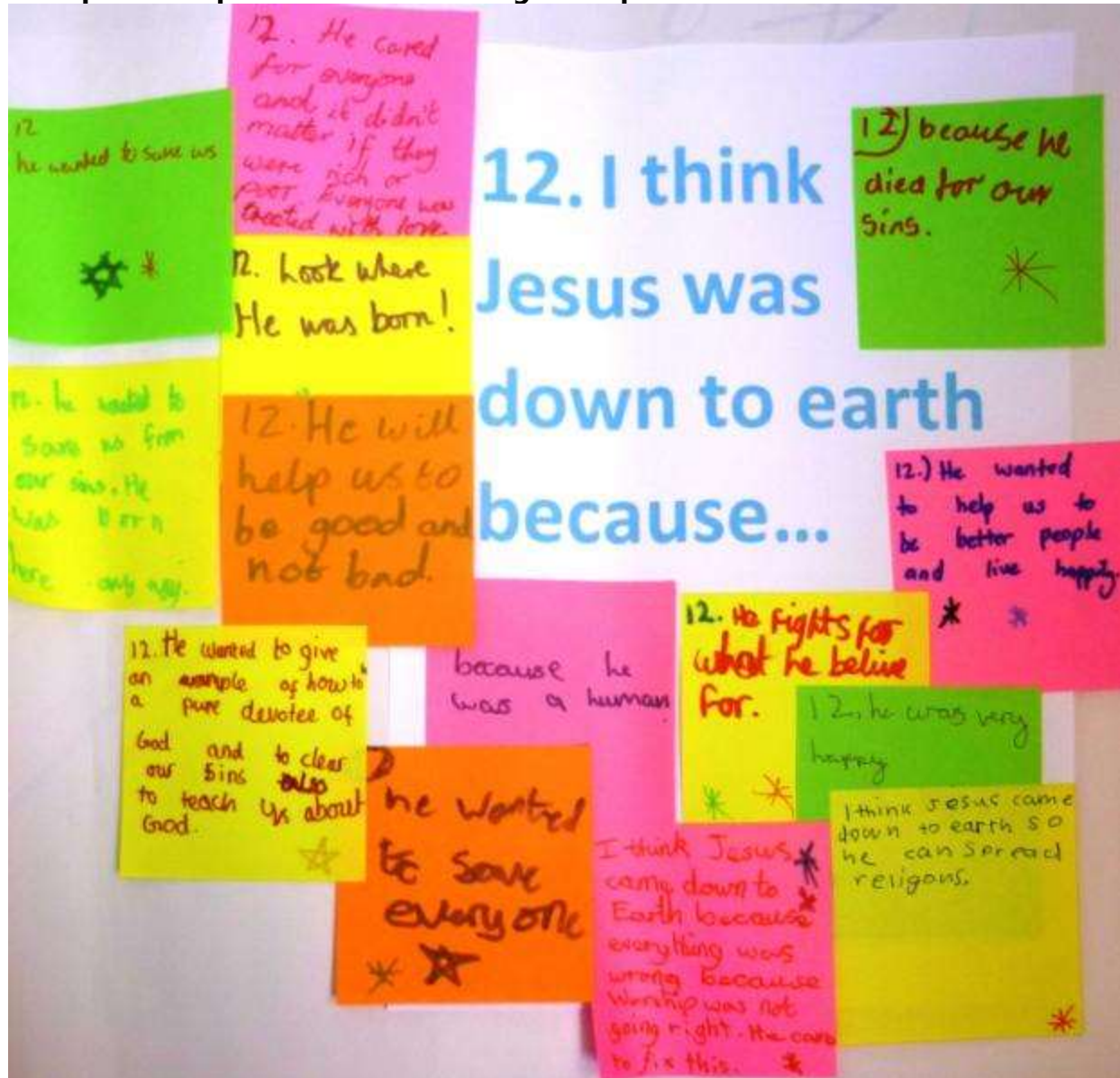
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|---|---|
| <p>Sweet Success in Ethiopia Kindu is a 48 year old dad from Ethiopia. He has two children with his wife and they adopted another boy too. Years ago, he learned to keep bees and make honey for sale, to get a little money and feed the family. But Ethiopia is a poor country. Kindu's district of Dibeles used to be full of trees, but people cut the wood to sell, and the soil became rocky and dusty. Things didn't grow so well. Life was hard.</p> <p>What could help Kindu and his family?</p> | <p>Harvest: Time to say thank you Danny, aged 10, went to his church in Wigan one Sunday in October. His mum gave him a bag of apples and some honey to take. 'Why am I taking these?' he asked. 'It's Harvest' said mum. 'There will be a sale of gifts, so we can help people who are in need.' Churches in Britain send money to the Methodist Relief and Development Fund, 'All We Can' at Harvest time. It is a time for Christians to thank God for the goodness of the earth. One way to do this is to help those with too little to eat. Another way is to help people to work for their own futures and to help themselves and their families. Danny's gift was sold, and the money was sent to SUNARMA by MRDF.</p> <p>Do little actions make peace, or help justice along?</p> |
| <p>MRDF gave money for training to bee keepers The charity SUNARMA works all over Ethiopia to help people who are poor. It doesn't just give out food. SUNARMA helps people to look after themselves. It's a 'hand up', not a 'hand out'. When they found out that Kindu was keeping bees, they helped him by showing him a new kind of hive and they helped him to breed some stronger bees as well. He learned to use his Queen Bee to breed better.</p> <p>Why might this be better than just giving Kindu's family some money?</p> | <p>More honey and being a good neighbour too! After going on a SUNARMA training course, Kindu became a better honey farmer. He says: <i>'From the training I learnt how to choose better breeds of bees and how to manage the bees. I also got two modern beehives. Now I am gaining the honey! I have learnt to breed with the queen bee so now I can also 'lend her out' to other farmers who are my neighbours. They can also breed bees. I am very glad to be an example so that others can learn to keep bees and have this experience also.'</i></p> <p>What kind of person do you think Kindu is?</p> |
| <p>Not just bees! Trees and water too! SUNARMA has been trying to make the land more fruitful in Dibeles. More trees make a big difference, so they have planted over a million saplings! Another way to help is build a water channel so that water flows to where it will help crops grow. Then farmers can get two harvests a year instead of just one. 250 people in one community each gave what they could: rocks, land, a few days work, all co-operating to build the new water channel. Now they all enjoy water all year round flowing to their fields.</p> <p>What links are there between honey, money, Jesus, Danny, Kindu, water, justice, peace and trees?</p> | <p>Better beehives, more honey. Kindu says 'When I had my old beehives, I got about 4kg of honey a year from them' The modern beehives that SUNARMA gives to the honey farmers have three layers in them. Lots more bees live in them, and make lots more honey. Now, says Kindu "I get about 30kg of honey every year – seven times more than before. I can sell the honey at a good profit, and use the income to buy more food and better clothes for my children"</p> <p>Which 2 of Jesus' 'Eight Sentences for a Happier World' connection to this story? Say why you chose these two.</p> |

Look at the website of SUNARMA, the Ethiopian Partner of MRDF. Ask some high achieving pupils to choose another story of their work to tell the rest of the class. <http://www.sunarma.org/Success-Stories/>

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| <p>Song Title: Down to Earth He could have been born in a royal palace and called "Your majesty", worn a crown of diamonds and lived in luxury, but he was born in a dirty stable and laid on a bed of hay, not too many welcomed him on the very first Christmas Day</p> <p><i>CHORUS:</i> <i>He is down to earth, He is down to earth.</i> <i>The one who changed the world forever</i> <i>is down to earth</i></p> <p>He could have been friends with rich and famous with big celebrities, had anything he wanted living as he pleased, but he made friends with the poor folks with the sick and with the lame, he helped them with their problems and he called them all by name</p> <p>He could have been full of his importance and felt so very grand his servants would have bowed and said "Your wish is my command" but he wore a crown of thorns, gave everything he had he gave his life that we might know the great love of his dad</p> <p>© Fischy Music 2009</p> | <p>About the song Down to earth helps us to imagine what it could have been like if Jesus came to earth and acted like a "normal" King or celebrity. His birth, life and death are all explored from another angle or what could have been if he had been an "ordinary" King. The country style of the music lends itself to a hoedown/earthy kind of feel.</p> <p>Connections to RE and RME Curriculum The aim of these lessons is for pupils to understand key Christian belief: 'incarnation' means that God is one of us in Jesus – a central idea to teach with this age group, and the distinctive belief of Christianity. Most 7-11s learn about Jesus in RE / RME. The song is a super starting point for understanding why Jesus, to Christians, is not just a good man, or a great hero, but something more: God, seen in human form. Jesus' identification with those less fortunate, rather than the rich, the well loved or the famous is the focus of story after story in the 4 Gospels, the Bible books that tell his life story.</p> <p>Songs to use with this one: Ideas and suggestions If you played 'You are an Inspiration' to go with this song, pupils could consider whether Jesus is an inspiring person, and make links to their own selected inspiring people. The song 'What if God was One of Us?' (Joan Osborne's version is best known) uses similar ideas.</p> |
| <p>Singing the song together</p> <ul style="list-style-type: none"> The song is greatly enhanced by keeping a steady rhythm during the verses by clapping hands or slapping thighs. In the instrumental sections, count "1,2" then do 3 claps and repeat this again. This help to make a contrast with steady rhythm of verses. | <p>Connections to the Christian community and to Christian scripture It would be good to read some stories from the Bible here, to show where the writer of this song got his ideas from.</p> <p>Recommended:</p> <p style="text-align: center;">Luke 2 verses 1-7 Luke 5 verses 1-11 Luke 23 verses 32-43</p> |
| <p>Pedagogy and learning methods: The learning suggestions on the following pages emphasise learning through creativity, and encourage children to use their imagination. This is always good in RE, but even better where well told stories and key facts and concepts are emphasised and used to fire imaginative thinking. So teach the pupils that Christians believe Jesus is the incarnation of God: he's moved into their neighbourhood. And that Christians believe Jesus came to save people from their own bad choices, and did this when he was crucified. Ask: why is the day called 'Good Friday'? The concepts of 'incarnation' and 'salvation' used here look hard, but most children 'get' the ideas quickly through the song! Teach them to use the right words as well.</p> | |

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| <p>Activities and learning suggestions</p> <p>Activity 1: Starting off: Opposite of Jesus?</p> <p>Ask pupils to say what Jesus would have been like if he was the complete opposite of everything they know about him. Use these prompts to gather ideas.</p> <ul style="list-style-type: none"> • He would have been born in... • People would have called him... • He would have made friends with... • He might have lived at... • He might have had servants to... • He could have had... • Maybe he would have been... <p>Create Song Actions</p> <p>Ask pupils in groups of up to 8 to work out action or dance moves to go with the song. How do the movements show the meaning of the song for Christians?</p> | <p>Activity 2: The song as an images sequence</p> <p>Select images to show each line of the song, but without using pictures of Jesus himself or of other human beings. Pupils – in small teams? – might make these into a PowerPoint or Prezzi sequence. One way of doing it is to pick one object from each line of the song for the pictures. The contrasts in the song come out clearly when the pictures are well chosen.</p> <p>Pictures could be chosen to illustrate:</p> <p>Palace / crown / stable / hay Riches / celebrity / poor / sick Grandeur / servants / thorns / love.</p> <p>Pupils could show their picture sequence while the song is performed. They could make it into a class book if each child contributed a drawn page.</p> |
| <p>Activity 3: Another verse</p> <p>Ask pupils to take one particular incident from the stories of Jesus – his baptism, a miracle or parable, the washing of the disciples’ feet, or some other example. They are to copy the pattern of the verses in the song, and create their own 8 line verse to sing to Stephen’s tune.</p> <p>Ask them to consider carefully how to make a contrast between the surprising ways Jesus was humble and not proud and the way ‘great’ people – celebrities or heroes – might behave.</p> <p>Draw the children’s attention to the form of the verse, in which there are lines that have the same beginnings:</p> <ul style="list-style-type: none"> • He could have been... • He could have been... • But he... • And he... <p>Here is an example, produced by a small group of pupils working with their teacher, of a verse for the song based upon the entry into Jerusalem on Palm Sunday.</p> <p>“He could have driven a Ferrari At 100 miles an hour He could have worn Versace To show his kingly power But he chose a baby donkey When he came along the road Not too many recognised The humble Son of God.”</p> | <p>Activity 4:</p> <p>Learning about Christian beliefs.</p> <p>To enable pupils to understand what Christians believe about Jesus, get them to compare the song words with part of the Apostles’ Creed</p> <p>I believe in Jesus Christ, God’s only Son, our Lord, Who was conceived by the Holy Spirit, Born of the Virgin Mary, Suffered under Pontius Pilate, Was crucified, died, and was buried. On the third day he rose again.”</p> <p>Which lines in the song are connected to a line in the Christian statement of beliefs, which is called a creed?</p> <p>Can pupils write down 7 things they believe (i.e. think are true) about Jesus?</p> <p>Pupils could also work to write a creed of their own: ‘Seven big beliefs that really matter to me.’</p> |

Examples of Pupils' Work on this song Example A: How is Jesus 'down to earth'?



Comments

On a pupil day conference, where children were using songs and music to enable thinking about big issues and questions, we used 'Down to Earth' and asked the pupils – 9-10 year olds – for comments from what they already knew. They wrote their ideas about the 'down to earth Jesus' on post it notes.

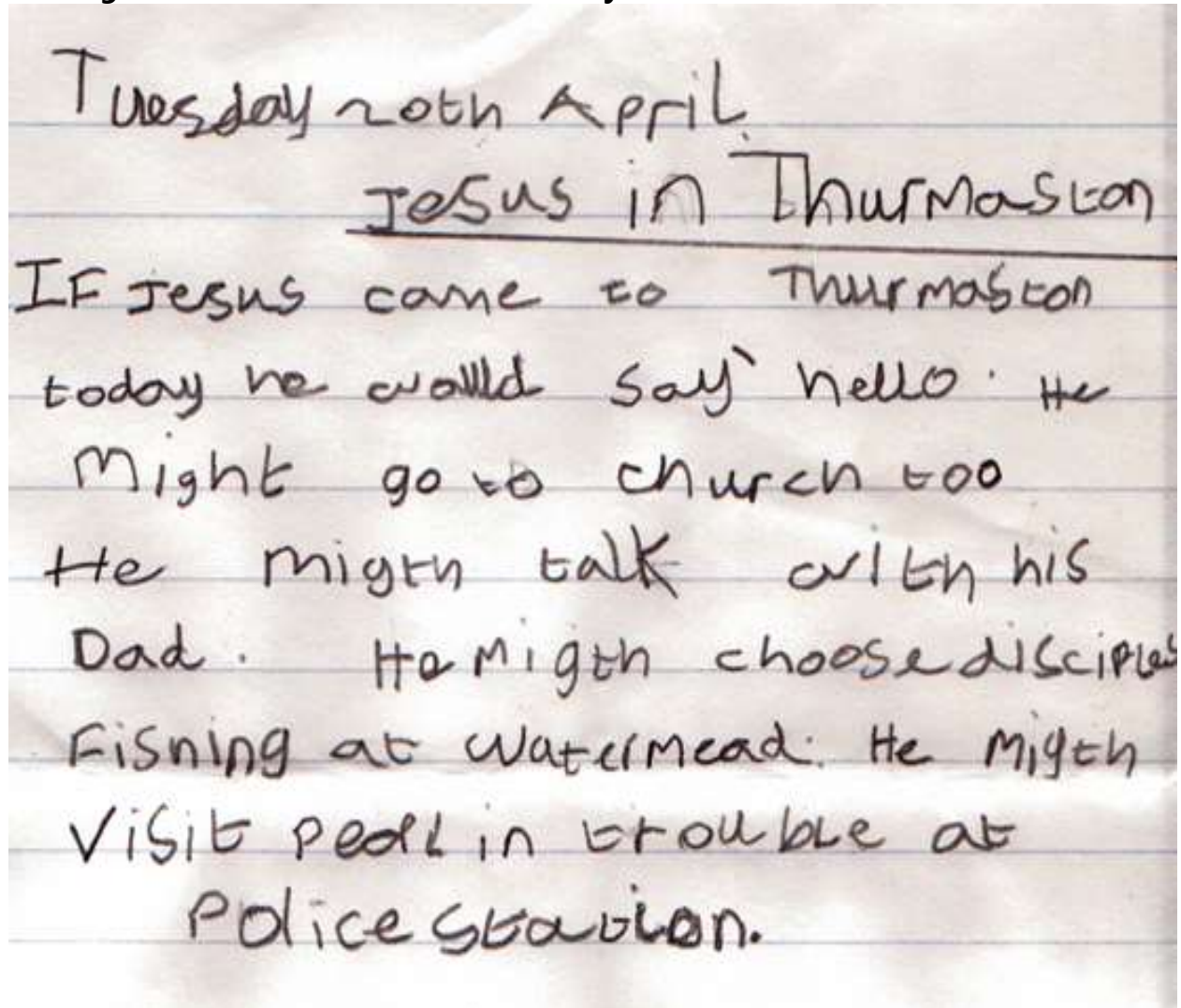
It is interesting to see the range of ideas here: Jesus was down to earth because...

- He wanted to save us.
- Look where he was born.
- He wanted to save us, he was born here – (it was) the only way.
- He will help us to be good, and not bad.
- He wanted to give an example of how to be a pure devotee of God, and to clear our sins, also to teach us about God.
- Because he was a human.
- Because everything was wrong. Because worship was not going right. He came to fix this.
- He wanted to help us to be better people, and live happily.
- He fights for what he believes.

This simple activity can lead on to many more areas of discussion and written work, in which pupils could compare the different ideas seen here, or which are suggested in your class,

Example B

Writing about Jesus: what if he came today?



Tuesday 20th April.
Jesus in Thurmaston
IF Jesus came to Thurmaston
today he would say 'hello'. He
might go to church too.
He might talk with his
Dad. He might choose disciples
fishing at Watermead. He might
visit people in trouble at
Police Station.

If Jesus came today...

Carol is 7. After spending some lessons finding out about Jesus, she wrote this speculation: What would it be like if Jesus lived where you live? Thurmaston is a suburb of Leicester. The work reflects her knowledge of stories of Jesus as a person who is a worshipper, who believes in God as 'father', who has fishermen as disciples, and who helps those in trouble. This is a lot of learning! She has clearly enjoyed writing it – this is so important in good RE.

Share this example with your pupils, and ask them to write one similar, using a story of Jesus. If the feeding of the 5000, or a healing miracle took place in your town and your time, what would it be like? How would a gospel writer have recorded it?

Example C: If Jesus came today...



If Jesus came today...

This task is a visual or artistic equivalent of the writing task on the previous page.

David, 7, makes a great imaginative leap: "If Jesus came today, I think he would be a lollipop crossing man, because he helps people and makes them happy and could save them from a serious accident."

The lyrics of the song, 'Down to Earth' and this picture are in one way all about incarnation, the key Christian belief that Jesus was God, come down to earth. Again, the enjoyment of the task is evident: RE / RME needs more enjoyable activity!

Pupils can illustrate an incident from the life of Jesus and interpret it for themselves by setting it into their own 'here and now'.