

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.

<p>Step 1: Select a key question</p>	<p>Why is Jesus inspiring to some people?</p> <p>Year group: Recommended Year 4</p> <p>Strand: Believing</p> <p>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?</p> <p>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.</p>	
<p>Step 2: Select learning outcomes</p>	<ul style="list-style-type: none"> • Use the learning outcomes from column 2 of the key question outlines on p.52 • 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. 	
<p>Emerging Pupils can:</p> <ul style="list-style-type: none"> • 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). 	<p>Expected Pupils can:</p> <ul style="list-style-type: none"> • 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). 	<p>Exceeding Pupils can:</p> <ul style="list-style-type: none"> • 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).

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.
- Explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builders 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; how are the events of Holy Week 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.
- 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 opens 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.

<p>Step 4: Assessment: write specific pupil outcomes</p>	<ul style="list-style-type: none"> • 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. 		
<p><i>Emerging</i></p> <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • 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 	<p><i>Expected</i></p> <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • 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 	<p><i>Exceeding</i></p> <p>I can... You can... Can you...?</p> <ul style="list-style-type: none"> • 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 	
<p>Step 5: Develop teaching and learning activities</p>	<ul style="list-style-type: none"> • 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. 		